

AL/TESOL TIMES

Annual Newsletter of the Applied Linguistics and TESOL Program
Teachers College, Columbia University

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A letter from the editor

In the past two years, we have proven more resilient than we could imagine. Despite living under the shadow of the pandemic, we have been determined yet adaptive in the face of unprecedented challenges. In this year’s *AL/TESOL Times*, we celebrate the joy of being reunited, both in person and online. Events that had been previously cancelled or postponed – in-person conferences, gatherings, and graduation ceremonies – were finally held. With two years of online learning and working behind us, we have acquired new technology skills and continue to implement successful lessons and projects.

We anticipated more changes to the Broadway landscape than actually happened. Restaurants and other small businesses have mostly been revived, exuding a burst of new commercial enthusiasm; the kiosks at 116th, 113th, and 110th, which had already struggled to reconstruct themselves in the post-newspaper era, have survived and reopened – and are still selling the *Times*, the *Daily News*, and the *Washington Post* along with their mainstays of candy and drinks. Broadway looks about as busy as it ever was and in April, the fruit trees blossomed on schedule. On the TC campus itself, there is now a new café vendor in Zankel Hall by the library entrance.

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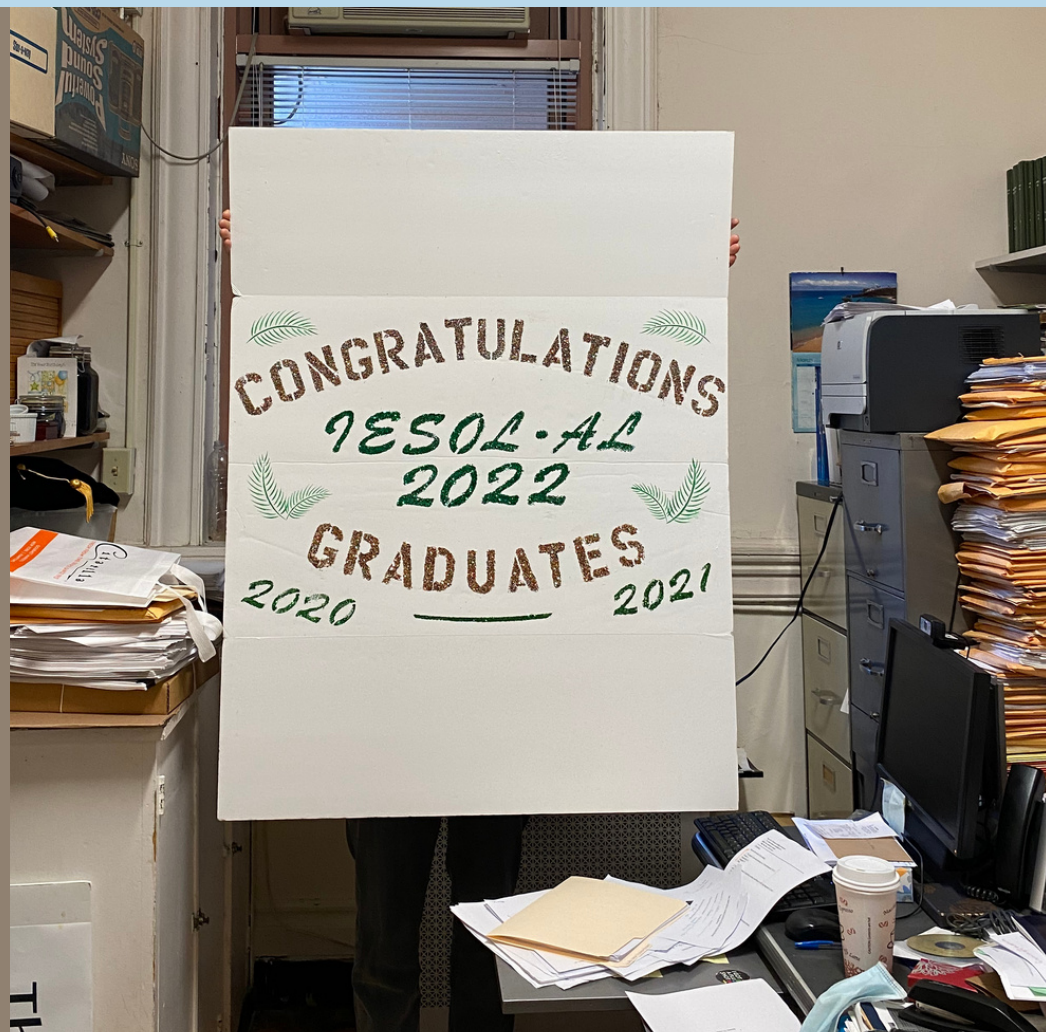
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Changes in the TC community are more complex and difficult to describe. Last summer, college classes still ran almost entirely remotely. In the fall, our program took a cautious dive back into in-person classes on a selective basis. By spring, the majority of our courses were again held in person. However, there were complications, chief among them the fact that visa issues prevented many of our students from coming to campus at all. The result was a hybrid format in many classes that enabled a portion of the class to Zoom in each week. Though none of us found the setup ideal, it was perhaps the best solution imaginable to a difficult problem. (No doubt many of our readers would agree with that assessment.) We owe the IT people at the College a great debt of gratitude for being on call at a moment's notice to solve logistical problems too many to mention.

As for the future, there is much to ponder. The College has recommitted to predominantly in-person classes, and we are now more or less back to normal. Still, we all recognize the value of remote instruction as an alternative for certain purposes, at certain times; we will no doubt be looking to strike the proper balance for a long time to come.

Tina Chen (editor) and Dr. Howard Williams (advisor)

The APPLE Lecture Series 2022 Presents Dr. Paul Deane

By Jorge Beltrán Zúñiga



Since 2000, the AL & TESOL program’s signature annual lecture series, the APPLIED Linguistics and Language Education Lecture (APPLE), has been an opportunity to hear from renowned scholars on a variety of topics that relate to applied linguistics and L2 education. In the last couple of years, the remote learning format in place allowed the program to organize multiple events with different speakers, unlike the format that most alumni recall of two lectures by a single speaker. Regardless of the modality, APPLE continues to engage students and faculty in thought-provoking conversations, often bringing insights from other scientific fields.

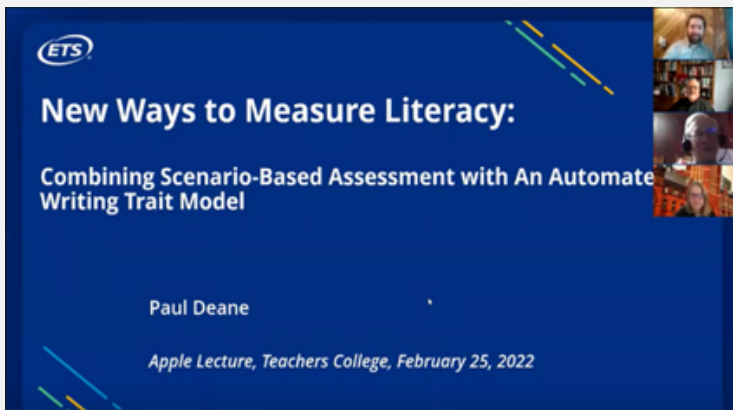


Dr. Paul Deane

The first event of the APPLE Lecture Series was held on Friday, February 25th, when the Applied Linguistics & TESOL Program virtually welcomed Dr. Paul Deane, principal research scientist in Research & Development at the Educational Testing Service (ETS). Dr. Deane’s lecture was titled, “New Ways to Measure Literacy: Combining Scenario-Based Assessment with an Automated Writing Trait Model”. His research interests range from automated essay scoring, reading, vocabulary, and writing assessment (in L1, K-12 contexts) to cognitive models of L1 writing ability. His most recent projects focus on the conceptualization, development, and scoring of writing assessments, and on the use of keystroke logs to examine

writing processes in assessment and learning contexts. While his work focuses on L1 assessment, the quality and comprehensiveness of his work has influenced research in L2 assessment. For instance, here at TC, two doctoral students have used Dr. Deane’s conceptual framework and conceptualization of argumentation skills to inform the design of L2 assessments of argumentation in the written and spoken modalities.

Dr. Deane characterized his lecture as a “guided tour” to the research agenda that has resulted from the evolution of assessment over the last 20 years. He listed four types that have influenced assessment research. First, assessment design frameworks have become more systematic and comprehensive (e.g., Evidence-Centered Design, Mislevy et al., 2003).



Dr. Deane welcomed by AL/TESOL faculty and staff

Also, there has been a large move to authenticate assessment by integrating it closely with learning and instruction (e.g., Bennet, 2011). Finally, assessment research has been impacted by the diversification of available assessment technologies, including AI, to provide automated scoring and feedback and the use of process data (e.g., keystroke logs) to better interpret learner performance in production tasks.

Dr. Deane noted that these shifts have led to the development of an ETS research initiative that he is heavily involved with, the *Cognitively Based Assessment of, for, and as Learning* (C-BAL, est. 2007). This initiative aims to contextualize K-12 assessments by designing digital assessments that serve as learning experiences in and of themselves. To this end, the initiative implements the design methodology of scenario-based assessment (SBA), given that it allows for the assessment of complex competencies. In a digital environment, one can measure the target skill, model strategies, and contextualize skills and strategies within a real-world scenario. Also, digital delivery of both product and process data can be used to collect evidence of learning, and Dr. Deane has addressed how this can be done to assess L1 literacy skills.

Dr. Deane proceeded to outline the several stages in the development of *scenario-based assessments* of ELA skills (L1 literacy). For example, *Domain Modeling* took over eight years and resulted in the development of a theoretical construct of ELA skills (i.e., key practices framework). This model includes the *Key Practice Discuss and Debate Ideas*, which has been used to inform the assessment of written argumentation. In terms of *Task Design*, Dr. Deane outlined how each element must be carefully selected and conceptualized.

With the goal of providing a profile of students' writing rather than a single score, Dr. Deane's team has conducted research on automated analysis of written responses. Performing factor analysis on data from an automated writing scoring system with over 4 million submissions, thirteen features were cited as most meaningful for identifying student variation (roughly grouped as related to Language, Genre and Register, and Text Structure). These features can be used to analyze learners' writing processes. Dr. Deane reviewed an illustrative study (Deane et al., 2021) which found that differences in curriculum and instruction had an impact on L1 writing performance.

In his concluding remarks, Dr. Deane reminded the audience that, "scenario-based assessment represents a response to the challenge of providing authentic, valid, and reliable assessment. It allows us to develop assessments that are sensitive to purpose and context." He noted that automated measures can help overcome issues of practicality when it comes to performance assessment. Finally, he invited

the audience to consider the opportunities and dangers of new frontiers of writing assessment, such as “stealth assessment” or personalized learning, which blur the boundaries between assessment and instruction.

One thing is certain: digital assessments and automated analysis tools will continue to influence L2 assessment, and it is important for AL and language education professionals to consider the scope and implications of these technologies for L2 learning, assessment, and instruction.



An engaging Q&A session focused

Dr. Deane’s full APPLE Lecture is available on [Teachers College’s Youtube Channel](#). In addition, an exclusive interview with the AL/TESOL Program’s in-house journal is available at the [Studies in Applied Linguistics and TESOL website](#).

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The APPLE Lecture Series Presents Prof. John McWhorter, April 29, 2022

By Dr. Howard Williams

Our program’s second APPLE lecture featured Dr. John McWhorter, Professor of Linguistics at Columbia University, who addressed the question, “What will language be like a hundred years from now?” Working in a field whose primary focus is the present and past, Prof. McWhorter engaged in speculation about tomorrow. His arguments were based on language typology – both oral-aural and written systems – on economy, and on the tasks that adult learners of languages face in the learning process. Mandarin Chinese, he argued, poses two possibly insuperable problems for adult learners. One is phonemic tone, to which one needs exposure from an early age in order to achieve mastery (tone, in fact, figures in a minority of world languages). The other is a writing system that is logographic rather than phonetic, which requires a longer memorization period and, he argued, succeeds best with

early training. For these reasons Mandarin is unlikely to become the 'default world language' anytime soon, despite its great numerical advantage.

McWhorter also speculated on the fate of living languages spoken by small numbers of people. Here, professional linguists are somewhat torn morally between what can be called an idealistic vs. a realistic stance, with McWhorter falling squarely into the latter category. For him, a language that has relatively few speakers and no written system is unlikely to survive its speakers' migration to an urban area with a different dominant language; it is also less likely to be learned by adults from outside the culture. More controversially, he claims that the majority of 'small' languages are inherently more difficult in an objective sense largely

because they have not undergone the kind of regularization and simplification that took place in English as a result of centuries of contact with other Germanic languages and with French. This streamlining process gives 'big' languages like English, Indonesian, and Mandarin a survival advantage. Verbs in Navajo, by contrast, are all irregular, requiring extensive memorization of forms that cannot be reduced to productive rules. Immigration, and language contact in general, have a leveling effect. Most language revival efforts fall short of their goals because they are led by those who already speak a more dominant language and because "a language only lives if people learn it in the cradle".

So far, the situation looks bleak for speakers of 'small' languages. However, McWhorter suggests that languages will survive to various degrees, especially to the extent that certain parts of their lexicons reflect what speakers perceive as 'deep' aspects of their culture. He mentioned Yiddish *tsuris*, a word that has survived among second- and third-generation descendants whose knowledge of their ancestral tongue is scant. He also mentions ethnolects created by immigrants that help position themselves within the 'bigger' language community. Though many of the several thousand documented languages are likely to disappear by the end of the century, McWhorter recommends that those in the idealist camp perform a simple psychological test. Imagine a world in which only a single language is spoken. Are we likely to wish that the situation were different and there were several thousand languages that would enable us to appreciate the diverse cultures of their speakers? For Prof. McWhorter, who is no stranger to controversy, the question answers itself.

Let us also mention that our second APPLE Lecture was delivered **in person** and was well attended by students and faculty! We were thrilled to return to a live event. For a video link to the entire talk, click [here](#).

The poster is for the Apple Lecture Series 2022. It features the logo for Teachers College AL & TESOL at Columbia University. The title of the lecture is "WHAT WILL LANGUAGE BE LIKE IN 2100, AD?". The speaker is Dr. John McWhorter from Columbia University. The event is on Friday, April 29th, from 6-7:30 PM (EST). It is available both in-person and remotely. A QR code is provided for registration. A URL is also listed: <https://www.tc.columbia.edu/events/info/apple-lecture-presents-dr-john-mcwhorter-11338120/>. A note at the bottom provides contact information for OASID for disability-related accommodations.

TEACHERS COLLEGE
AL & TESOL
COLUMBIA UNIVERSITY

APPLE LECTURE SERIES
2022

WHAT WILL LANGUAGE BE LIKE IN
2100, AD?

DR. JOHN MCWHORTER
COLUMBIA UNIVERSITY

FRIDAY, APRIL 29TH 6-7:30PM (EST)
IN-PERSON AND REMOTE OPTION AVAILABLE

For full abstract, bio, and registration please
scan the barcode or visit:
<https://www.tc.columbia.edu/events/info/apple-lecture-presents-dr-john-mcwhorter-11338120/>

To request disability-related accommodations, contact OASID at OASID@tc.columbia.edu, (212)-678-5689, (646)-755-5144 video phone, as early as possible. If the event you would like to attend is happening live or you would like to view a video of a past live event, please contact OASID to arrange for accommodations, including live captioning services.

Rising to the Challenge, Passing It On, Paying It Forward— The SLA Doctoral Seminar Year in Review

By Wai Man Adrienne Lew & Ashley Beccia

The academic year 2021-22 has been one of accomplishment, continuous growth, and reciprocation for the doctoral cohort specializing in Second Language Acquisition (SLA).

What makes the events to be reported below especially meaningful is the recurrent spirit of our doctoral seminar that underlies them all. We have consistently managed to *rise to the occasion, impart our knowledge and experience, and/or extend our reach to those in need.*

Read on to find out exactly how we have fared.

Conference Presentations, Research Funding, & Successfully Defended Dissertations

On November 3, 2021, Adrienne Lew presented at the NVivo Virtual Conference *Transcending Boundaries in Qualitative Research*. Her paper presentation, titled *Bringing the Research Process Full Circle: A Citavi-NVivo Integration*, was in the “innovative new methods” strand. Drawing on illustrative

examples from her own NVivo dissertation research database, Adrienne explained how she built her research argument and subsequently distilled the most typical uses of the simple present in the literature into a coding scheme for her English as a Second Language textbook corpus data using her reference manager software program. Adrienne also demonstrated how she used NVivo’s crosstab query feature creatively to help elucidate the simple present’s various uses as exemplified (the units of comparison) in the relevant discourse contexts (the units of analysis).

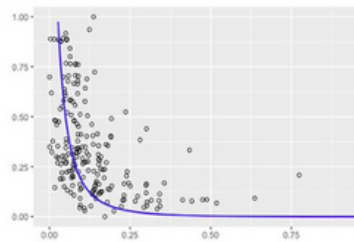
You can download a copy of her presentation handout [here](#).



On a Related Note ...

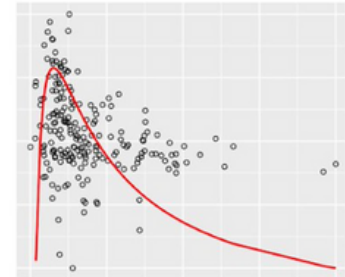
Adrienne was awarded a National Federations of Modern Language Teachers / The Modern Language Journal Dissertation Writing Support Grant 2021 for her research study *Input Robustness: An In-Depth Study of ESL/EFL Textbooks*. Her paper presentation at the NVivo virtual conference was a spin-off based on this dissertation research.

An Asymptotic and Nonlinear Relationship between Aptitude and Motivation on L2 Attainment



Peter Kim

Conference C
March 19 (Saturday)
4:00 PM – 4:30 PM



TEACHERS COLLEGE
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A Graduate School of Education, Health & Psychology

On March 19, 2022, Peter Kim gave a paper presentation at the American Association of Applied Linguistics conference in Pittsburgh, Pennsylvania. His presentation, titled *An Asymptotic and Nonlinear Relationship between Aptitude and Motivation on L2 Attainment*, grew out of his dissertation research on the Energy Conservation Theory of Second Language Acquisition (ECT-L2A; Han, Bao, & Wiita, 2017a, 2017b). Specifically, Peter conducted sophisticated statistical analyses to verify ECT-L2A's central claim that individuals' learning outcomes hinge upon a nonlinear model of *language aptitude*, *motivation*, L2 input, and L1 to L2 distance. He found converging empirical evidence vis-à-vis the two individual differences variables in the claim, as the presentation title suggests.

Peter Kim and Adrienne Lew successfully defended their Ed.D. dissertations in December 2021 and April 2022, respectively. With these two latest additions, the SLA doctoral seminar has a proud total of 20 Ed.D. dissertations sponsored by Prof. ZhaoHong Han as of Summer 2022 (see below for a complete list).

We expect more to be up and coming!

Prof. ZhaoHong Han Doctoral Dissertations Sponsored (2007-2022)

- Chen, C.L. (2018). The effects of second-language repeated reading on reading comprehension and incidental vocabulary acquisition. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Choong, K. (2014). Effects of task complexity on written production in L2 English. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Ekiert, M. (2010). Investigating articles as expressions of definiteness in L2 English of Slavic speakers. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Finneran, R. (2020). The Selective Fossilization Hypothesis: A longitudinal study of English language learners' persistent errors. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Hall, T. (2017). Learner chunks in second language acquisition. Unpublished doctoral dissertation. Teachers College, Columbia University.
- Jung, J. Y. (2019). Effects of explicit and implicit focus on form on L2 acquisition of the English passive. Unpublished doctoral dissertation. Teachers College, Columbia University.
- Kang, E.Y. (2017). The effects of narrow reading on L2 text comprehension and vocabulary acquisition. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Kim, J. H. (2008). Focus on form in communicative EFL classrooms: A study of learner recognition of recasts. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Kwon, E.-Y. (2008). Cross-linguistic influence and "universal" developmental patterns in child second language acquisition: A longitudinal study. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Liu, Y.-T. (2007). Phonological recoding in sentence-level Chinese character recognition by advanced adult L2 Chinese learners. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Park, E. S. (2007). Learner-generated noticing of L2 input: An exploratory study. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Park, M.S. (2019). An exploratory study of foreign accent and phonological awareness in Korean learners of English. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Revesz, A. J. (2007). Focus on form in task-based language teaching: Recasts, task complexity, and L2 learning. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Seol, H. (2007). The impact of age and L1 influence on L2 ultimate attainment. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
- Song, S. (2009). Recasts, grammatical morphemes, and L2 learning: A longitudinal case study of Korean L2 learners. Unpublished doctoral dissertation. Teachers College, Columbia University, New York.
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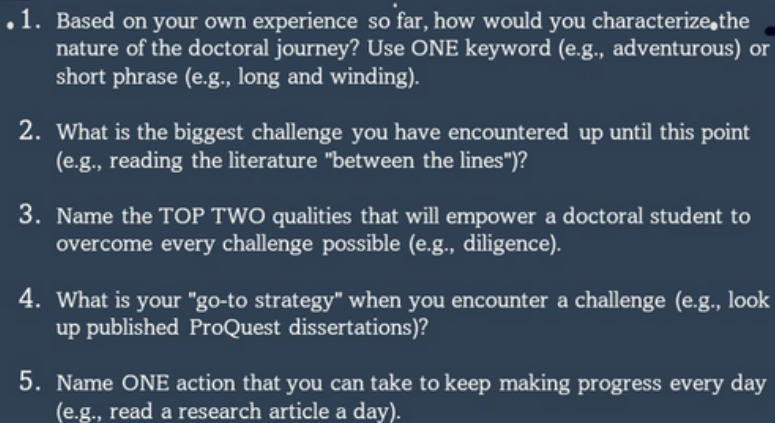
Passing It On ...

On April 5, 2022, two distinguished alumni from the SLA doctoral seminar, Dr. Sarah Sok and Dr. Timothy Hall from the class of 2017, joined the current cohort for a special session dedicated to demystifying the latest trends regarding academic job searching. Among the many pointers mentioned, Dr. Sok highlighted the importance of building a proven track record of successful academic publications, including refereed journal articles and research monographs. She also made the thought-provoking point that doctoral graduates should be open to take on both academic positions (e.g., tenure-track professorships) and industry-related ones (e.g., language teaching specialists and/or consultants). In parallel, Dr. Hall generously shared samples of his teaching philosophy and diversity statements – the most recently trending requirements of academic teaching positions – with the SLA cohort for our reference. We are genuinely grateful for their unreserved sharing of job searching strategies and experience!



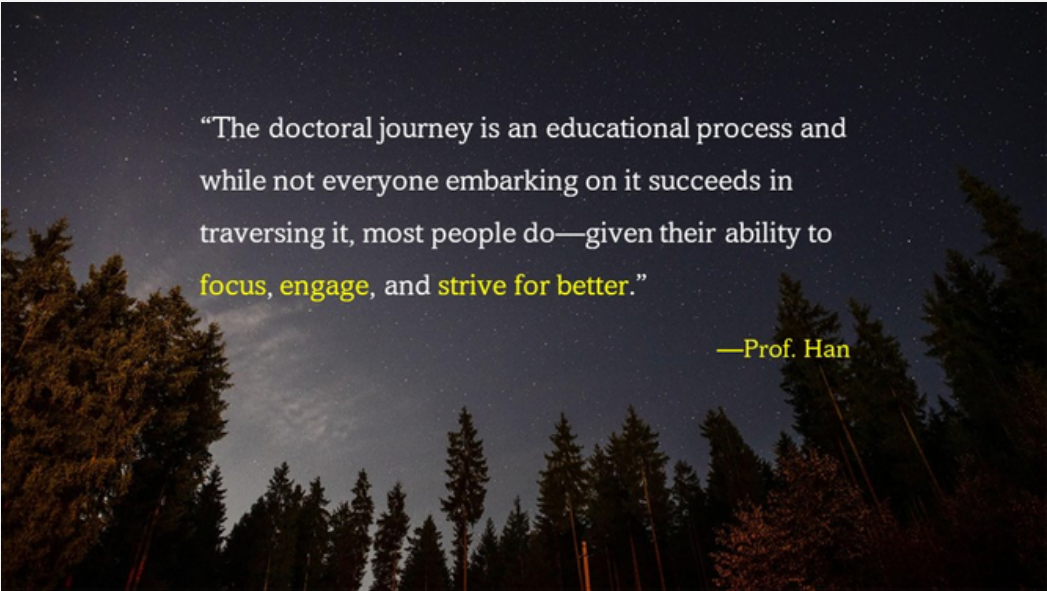
An SLA Doctoral Seminar Reunion @AAAL 2022

(Left to right): Dr. Andrea Révész (Class of 2007), Prof. ZhaoHong Han, Dr. Sarah Sok, Dr. Timothy Hall.

- 
1. Based on your own experience so far, how would you characterize the nature of the doctoral journey? Use ONE keyword (e.g., adventurous) or short phrase (e.g., long and winding).
 2. What is the biggest challenge you have encountered up until this point (e.g., reading the literature "between the lines")?
 3. Name the TOP TWO qualities that will empower a doctoral student to overcome every challenge possible (e.g., diligence).
 4. What is your "go-to strategy" when you encounter a challenge (e.g., look up published ProQuest dissertations)?
 5. Name ONE action that you can take to keep making progress every day (e.g., read a research article a day).

Slide 1: Reflective questions about your own dissertation journey

On May 4, 2022, for the very last session of the Spring 2022 doctoral seminar, Adrienne Lew put together a custom presentation, titled *The Doctoral Journey: Venturing into the Unknown*, for her cohort. Starting with a meta-cognitive task in which her peers reflected on their own doctoral journeys (see Slide 1), Adrienne then walked them through an intriguing analogy that distills the entire process as “learning to become comfortable with tackling the unknown or the unexpected.” Next, she underscored what the right frame of mind should entail, shared with them her “thriving kit” to keep making daily progress, and suggested some tips on how to cross the finish line. She ended her experience-sharing with an inspirational quotation from Prof. ZhaoHong Han (see Slide 2 below).



“The doctoral journey is an educational process and while not everyone embarking on it succeeds in traversing it, most people do—given their ability to **focus, engage, and strive for better.**”

—Prof. Han

Slide 2: Words of encouragement from Prof. ZhaoHong Han

Paying It Forward ...

As much as I, Adrienne Lew, have enjoyed contributing to *AL/TESOL Times* as a member of the SLA doctoral seminar, this is officially the last time I will do so in that capacity. Passing on the torch, I am extremely pleased to introduce to you Ashley Beccia, a continuing member of the SLA doctoral seminar. Ashley has a remarkable “paying it forward” story to share that I am sure will pull at every reader’s heartstrings.

Just keep reading ...

Teaching EFL to Adolescents in Afghanistan

By Ashley Beccia



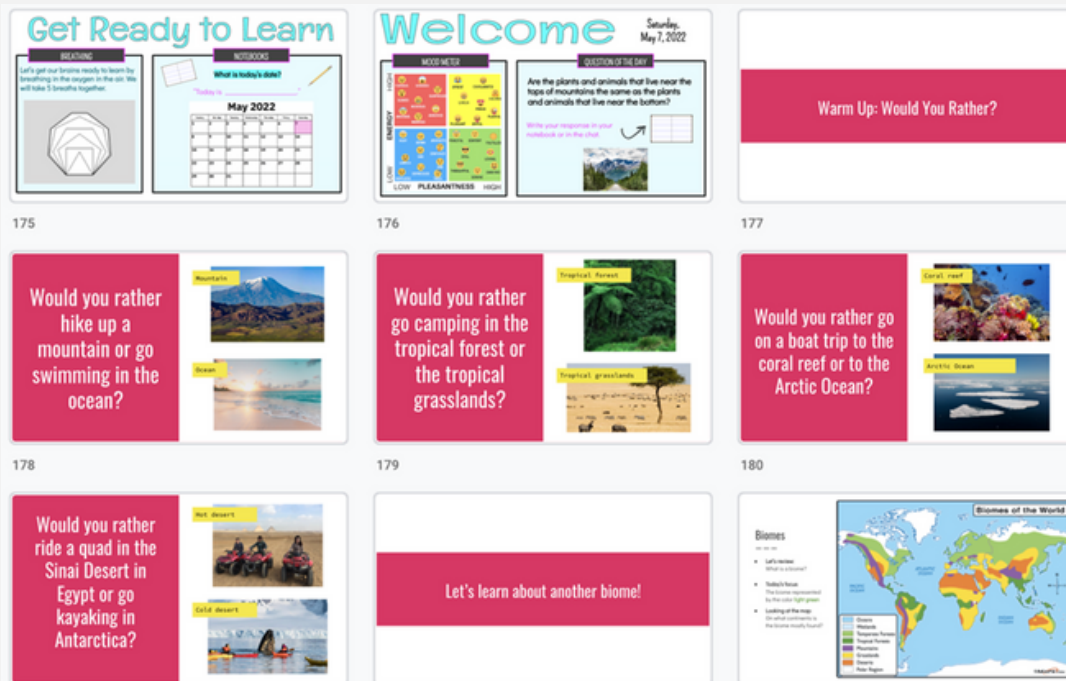
The primary reason for pursuing my doctoral degree in Applied Linguistics at Teachers College is to prepare myself for empowering young learners around the world through effective English as a second/foreign language education. After leaving my job as an ESL teacher at a Bronx elementary school last year to pursue my doctoral studies full-time, I sought a new opportunity to teach young English language learners, and such an opportunity presented itself when I received an email via the AL/TESOL ListServ regarding a volunteer position to teach EFL to Afghan students.

In February 2022, I was matched with a group of young learners living in Kabul, Afghanistan, and began meeting with the learners on Zoom to conduct weekly English lessons. The group is mostly composed of female adolescents who, upon turning thirteen years of age, are denied access to education by the Taliban. The adolescents live together in safehouses, as their families are unable to care for them due to extreme poverty, drug addiction and/or war- and Taliban-related violence. The past and present circumstances in which these children have found themselves are unfathomably horrific, and yet, to each class the young learners bring with them profound determination and resilience.

The learners are always punctual to class, showing up on time even when there is no electricity in Kabul and they must rely on their devices’ batteries. During class time, the learners are actively engaged in content-based English language learning. Currently, the content area I use as a vehicle for fostering English is science, and the specific topic is biomes of the world. That is, the young learners engage in biome-related games and tasks and read and write about biomes. On occasion math activities are infused into the class sessions, in an attempt to fill in gaps in the learners’ education. At the end of each class, I assign homework to the learners, who, rather than complain, cherish the opportunity and thank me profusely for my instruction.

The young learners I teach in Kabul are truly remarkable. In pursuit of truth and knowledge, these adolescents put their lives at risk by defying their oppressive government and joining English classes on Zoom. Some of the young learners have shared with me their hopes and dreams—to be a doctor, to be an astronaut, to be free—and I strive each week to provide them with the knowledge and skills needed to achieve these dreams. There is no doubt that these young learners are my inspiration, pushing me to grow personally and professionally so that I can have the greatest, most positive impact possible.

As I continue with my doctoral studies at TC, I will not forget how fortunate I am to have access to education and truth, something I have admittedly taken for granted in the past. And, as both a student and teacher, I will keep in mind the bravery of these heroic adolescents in Afghanistan, champions of truth who are fighting for liberation by defiantly pursuing education.



Some of the Google Slides used in an EFL Lesson on Biomes

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- Han, Z-H., Bao, G., & Wiita, P. (2017b). Energy conservation: A theory of L2 ultimate attainment. *International Review of Applied Linguistics (IRAL)*,50(2),133-164.

CIFLTE Public Talk with Dr. Gary Barkhuizen: “Doing Narrative Research in Applied Linguistics”

By Abby Massaro

On February 23rd, TC was treated to a talk by Dr. Gary Barkhuizen, Teachers College alumnus and renowned scholar in the field of applied linguistics. The talk, sponsored by the Center for International Foreign Language Teacher Education (CIFLTE), was entitled “Doing Narrative Research in Applied Linguistics” and focused on the use of story in narrative inquiry research. The event was attended by nearly 150 participants who joined remotely from around the globe.

Dr. Barkhuizen began his presentation with the ten questions he gets most often about conducting narrative inquiry; they ranged from the practical (“*Can I use first person ‘I’ in my research reports?*”) to the theoretical (“*Is telling participants’ stories enough? What more should I do?*”). What followed was an in-depth discussion of the nature of story and the value of narrative inquiry research.

Dr. Barkhuizen dedicated a significant portion of his talk to discussing the concept of “story” and its role in the narrative inquiry approach. For him, there are certain features that must be present in a narrative for it to be considered a story: generally, there should be a rhetorically engaging discussion of past experiences or imagined futures that features “characters” and follows a plot. The telling should also include reflective or evaluative commentary of the told experiences. Dr. Barkhuizen explained that the stories participants tell about themselves and their life experiences provide insight into the way they make meaning of their experiences. For him, narrative inquiry contains multiple levels of meaning-making: first, where participants share their experiences in the form of story, and then again when the researcher “re-stories” the participants’ experiences, or constructs their own stories from those told by participants.

The flyer is for a public talk by Dr. Gary Barkhuizen. At the top, it identifies the Center for International Foreign Language Teacher Education (CIFLTE) at Teachers College, Columbia University, which is a Graduate School of Education, Health & Psychology. The title of the talk is "Doing Narrative Research in Applied Linguistics". A small portrait of Dr. Barkhuizen is shown on the left. To the right, a text box describes the talk: "This talk will provide a broad overview of approaches to narrative inquiry in language teaching and learning research. After describing what narrative inquiry is, including pointing out the centrality of stories in narrative research, Dr. Barkhuizen will provide some examples of narrative research and data analysis to prompt questions for discussion." Below this, his name "Dr. Gary Barkhuizen" is listed, followed by his title "Professor of Applied Linguistics at the University of Auckland" and his research interests: "teacher education, language teacher (educator) and learner identity, study abroad, and narrative inquiry. His latest book is Language Teacher Educator Identity (2021, Cambridge)". At the bottom, it says "scan to register:" with a QR code, the date and time "Feb. 23, 2022 7:10-9:00 p.m. (US EST)", and a registration link: "https://forms.gle/1aT1uNjdxNzWGetY8". Contact information includes email (ciflte@tc.columbia.edu), phone (212.678.8378), Wechat (TCSOL_Columbia), Facebook/Twitter (CIFLTE_CU), and Instagram (CIFLTE-CU). A note at the very bottom states: "To request disability-related accommodations, contact OASID at oasid@tc.edu, or call 212-678-3687, 646-755-3144 (videophone), as early as possible."

Following the discussion of the notion of story, Dr. Barkhuizen spent time reviewing the five “core dimensions of narrative inquiry” (the full discussion of which can be found in his and coauthor Sal Consoli’s 2021 editorial, *Pushing the edge in narrative inquiry*). Dr. Barkhuizen shared that each core dimension contemplates a distinct feature of narrative inquiry and seeks to distinguish it from other neighboring qualitative approaches that also make use of participant narratives. Dr. Barkhuizen, using these core dimensions, showed how narrative inquiry differs from a more general form of narrative study in that the *content* of the participant narrative— rather than the linguistic or organizational structure of narrative—is the key area of interest. Likewise, narrative inquiry relies on stories-*from*-interaction (rather than stories-*as*-interaction), on greater researcher engagement, on data in story form, and on engagement in narrative analysis, where the outcome of analysis is itself a story. Dr. Barkhuizen then provided a number of sample studies which have employed narrative inquiry in new and interesting ways. (These studies are also discussed and expanded upon in the above editorial.)

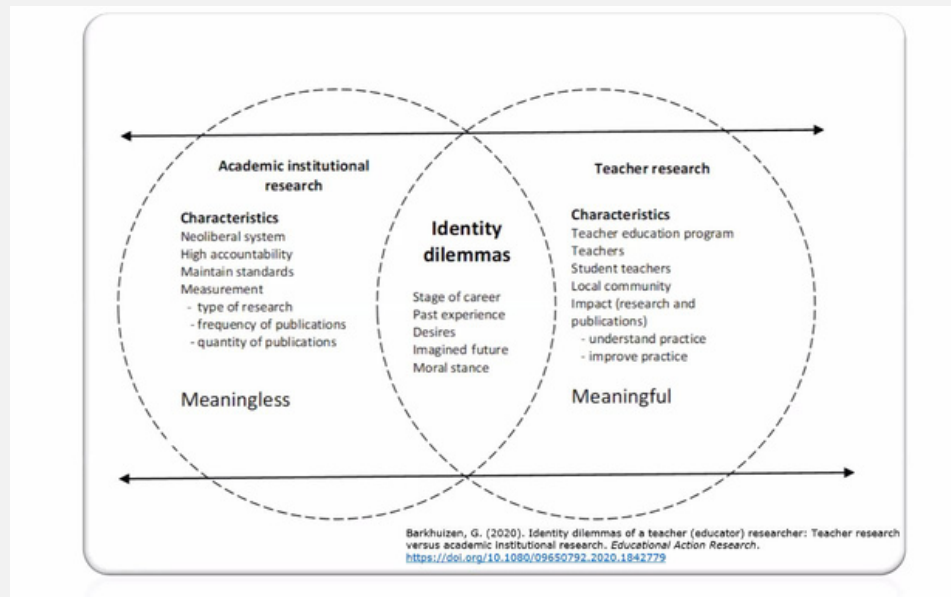
Dr. Barkhuizen ended his talk by answering questions from participants. Many of the questions focused on the integration of the narrative inquiry approach into their respective research projects and pondered how the approach could accompany other paradigms. Dr. Barkhuizen made a point to emphatically state that, while it is possible to incorporate narrative elements into mixed methods research, narrative inquiry can stand on its own as the sole methodological approach, and it does not need to be viewed as subsidiary to other qualitative or quantitative methods.

In sum, the talk provided both a methodological and theoretical foundation to narrative inquiry for those who were new to narrative research, as well as a peek into the exciting and novel ways in which narrative approaches are being used in research now.

CIFLTE Public Talk with Dr. Gary Barkhuizen: “Language Teachers as Researchers”

By Abby Massaro

On March 30th, the Center for International Foreign Language Teacher Education (CIFLTE) brought back celebrated author, researcher, and educator Dr. Gary Barkhuizen for his second talk in as many months. The public talk, attended by just over 100 participants, addressed the topic of “Language Teachers as Researchers”.



Dr. Barkhuizen’s talk looked into the changing identities of language educators as they engage in research, and discussed how the process of doing research can lead to developments and changes in teacher identity. His focus for the talk was expressed succinctly at the beginning of the presentation: he is concerned less with the transformation of teaching through research, but rather with the transformation of teachers through research. (This subject is explored further in his recent book, *Language Teacher Educator Identity*, 2021.)

Dr. Barkhuizen began the talk by first introducing the idea of language teachers as researchers: who are they, where do they work, what kind of research do they do, and what is their motivation? He emphasized that there is not just one “answer” to each of these questions, but rather many: teacher researchers do not represent a single, monolithic group, but instead are made up of educators from a variety of contexts. Anywhere that language teaching is taking place represents an opportunity for an educator to engage in teacher research. This thinking was underscored throughout the presentation as Dr. Barkhuizen asked participants to contemplate their own identities, circumstances, and goals with questions like “Who are you?” “What do you do?” and “What’s your motivation?”

Dr. Barkhuizen then turned his attention to teacher conceptions of research. He discussed data he and two other researchers had collected from a group of primary school teachers in China (Gao et al., 2010). Through the use of narrative frames, he and his co-authors elicited these teachers’ thoughts on what research is and what it looks like. From their results, the researchers found that research ultimately means different things to different people, and that the process of engaging in teacher

research can itself be transformative: It can result in the creation of (inter-institutional) communities of practice and improved collaboration between teachers. Teacher research can also lead to greater confidence in teacher practice, renewed enthusiasm for teaching, and the development of new teacher research identities.

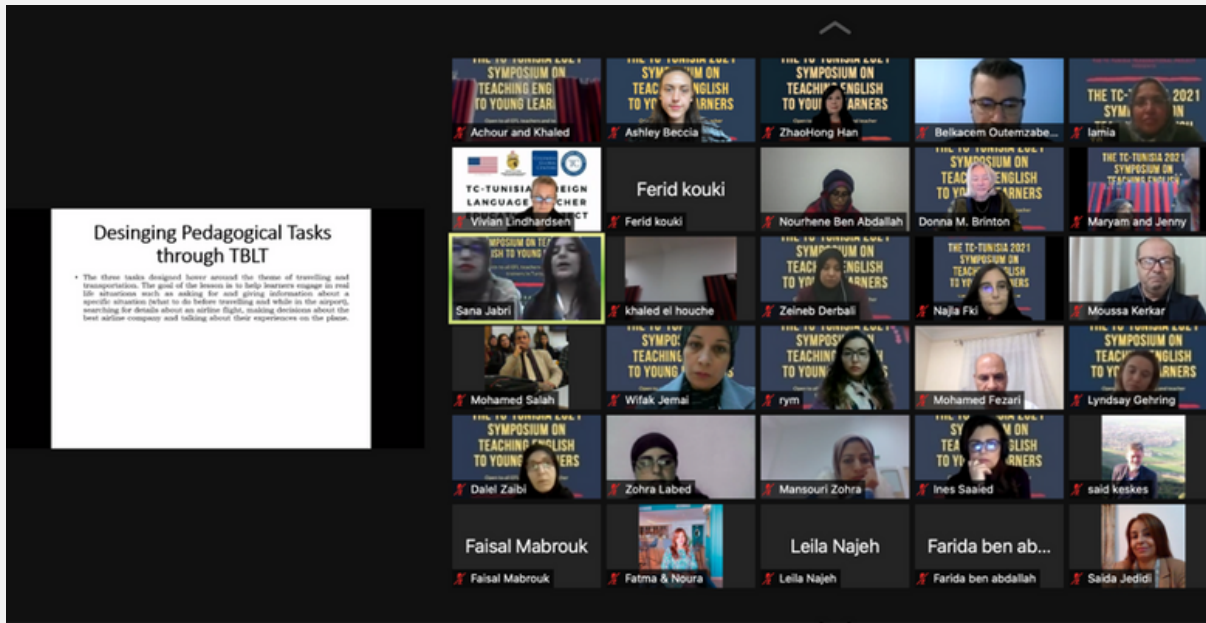
Dr. Barkhuizen then provided a contextualized illustration of this process of teacher identity development by sharing findings from his recent research into the topic. He discussed data that had been collected from interviews with PhD students who were studying in an ELT program in Bogotá, Colombia. Over the course of their time in the program, these students had undergone identity-related developments, prompted by conflicts between their teacher identities and their reasons for enrolling in the PhD program. Dr. Barkhuizen categorized these developments according to their focus: the developments were personal-, academic-, practice-, research-, or student teacher-focused. At this point in the talk, Dr. Barkhuizen also took time to prompt participants to reflect on their own development in these terms.

Following his discussion of identity development, Dr. Barkhuizen zeroed in on one student, Ana, and her teacher identity dilemma. He describes Ana's struggle in having to contend with competing identities and values, particularly as they relate to research. She views the academic, institutional research that is required of her to succeed in the field as meaningless, overly formalized, and detached, and desires instead to use teacher research to make meaningful contributions to her local context by improving and better understanding her teaching practice. Dr. Barkhuizen says that her developmental process is characterized by and a result of the complex tensions between her competing identities. He carried this idea of tension through to the final piece of his talk, into his discussion of teacher research dissemination. Here, Dr. Barkhuizen posed more questions than he answered (*"Should teachers disseminate their research findings? Does it depend on one's conceptions of teacher research?"*), underscoring the complex nature of teacher research.

Dr. Barkhuizen concluded the talk by responding to participant questions. They ranged in topic from the appropriateness of dissemination to the place that auto-ethnography holds in the field. Dr. Barkhuizen's talk presented a clear, comprehensive overview of teacher research and provided participants with an understanding of how language teachers see and conduct research. It also encouraged participants to think reflectively about how their own engagement with the research process has changed and affected their identities.

The TC-Tunisia Project: An Update

By Ashley Beccia



A Presentation of the TC-Tunisia 2021 Symposium on Teaching English to Young Learners

The TC-Tunisia Project is a professional development program aimed at building the capacity of English as a foreign language (EFL) teachers in Tunisia. The project is directed by Professor ZhaoHong Han, funded by the U.S. Department of State, and co-sponsored by the U.S. Embassy Tunis, the Tunisian Ministry of Higher Education and Scientific Research, the Tunisian Ministry of Education, the Columbia University Global Centers | Tunis, and Teachers College, Columbia University.

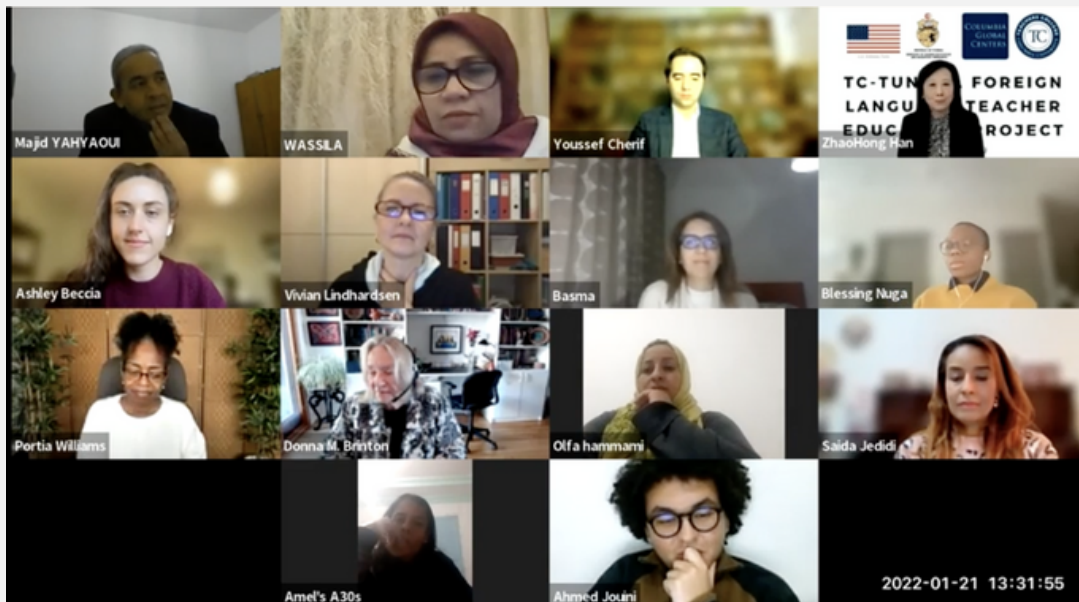
In December 2021, the first cohort of the TC-Tunisia Project wrapped up their participation with a number of exciting events. In a two-day virtual symposium that drew nearly 200 attendees from around the world, select participants showcased their pedagogical and research projects completed throughout the year. Following that, all participants, staff, and stakeholders gathered on Zoom in a graduation ceremony. In the meantime, the 2021 cohort gathered in-person in Djerba, Tunisia, to mark the special occasion. At the virtual graduation ceremony, project participants delivered heartwarming speeches and performed poetry reading and singing. To view a documentary of the 2021 cohort's journey through the TC-Tunisia Project, please visit [this link](#).

The TC-Tunisia Project is currently in its second year. Enrolled in the 2022 cohort are university instructors who train preservice EFL teachers as well as pedagogical supervisors who observe and provide feedback to hundreds of EFL teachers across Tunisia. For the bulk of the year, these participants engage in four learning modules: (1) Planning and Assessment, (2) Pedagogical Training, (3) Teaching in the 21st Century, and (4) Teaching as a Science, taught respectively by Dr. Vivian Lindhardtsen, by Dr. Sarah Creider and Dr. Donna Brinton jointly, and by Dr. ZhaoHong Han. As a capstone to their professional training experience, the participants will conduct an exploratory practice study toward the end of the year.

Alongside the professional training activities, TC-Tunisia participants are invited to various community events, hosted by Project Assistant Ashley Beccia. These events are designed to strengthen the professional and personal connections among participants who share the common goal of improving the EFL education in Tunisia. The first community event of 2022 was *Game Night*, during which participants played the icebreaker game ‘two truths and a lie’.

Looking ahead, a field trip is in the planning to Tunisia in late October as part of the project’s monitoring plan. During this trip, the TC team will visit universities and primary schools across Tunisia to assess the impact the professional development program has had on EFL education in the country. The TC-Tunisia Project will end in December.

For more information about the TC-Tunisia Project, please read the [latest edition](#) of our newsletter.



TC-Tunisia Project Staff and Participants at Orientation in January 2022

The Assessment Buzz at TC

By Jorge Beltrán Zúñiga

Without a doubt, this 2021-2022 academic year was a period of transitions. Yet, some things are bound to stay the same, and students and faculty in the Assessment track of the Applied Linguistics & TESOL Program have continued to engage in a variety of academic and professional endeavors, including participating in major conferences, conducting innovative research projects, publishing papers, and receiving renowned honors and awards.

Here are some highlights from the past year. And to our cohort and the rest of our remarkable program, congratulations on your achievements!



Virtual 2021 End of Semester Meetup



Part of the L2 assessment doctoral seminar celebrated the end of the 2021-2022 academic year

Award and Honors Recipients

Last October, Jorge Beltrán Zúñiga was awarded a 2021 NFMLTA /MLJ *Dissertation Support Grant* by the National Federation of Foreign and Modern Language Teachers Associations for his dissertation project. This grant supports students at the dissertation writing stage. Jorge's project was developed for the EFL context of Mexico (his home country) and was previously recognized with a *Duolingo English Test's 2020 Doctoral Award*.



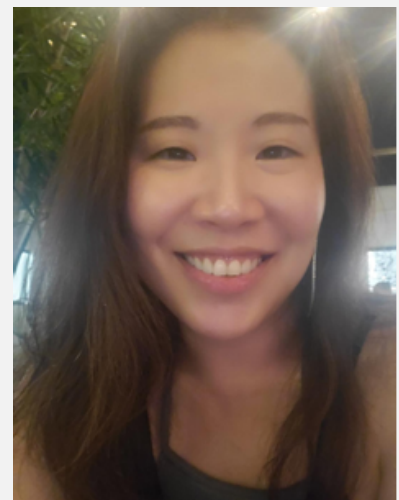
Jorge Beltrán Zúñiga



Mahshad Davoodifard

This spring, Mahshad Davoodifard was awarded one of the 2022 *Provost's Grant for Conference Presentation & Professional Development* from Teachers College. This is a competitive grant that supports Teachers College students who have presented at an academic conference. Mahshad presented work from the Persian Project of the Scenario-based Language Assessment (SBLA) Lab at AAAL 2022 along with Professor Payman Vafae. She has played a pivotal role in this project. One of the findings from this study was that L2 Persian learners were less confident in their performance on the SBA, which required language use in a simulated real-world context.

This past November, assessment student and CLP director Yuna Seong was named Member of the Month by NYS TESOL. The Member of the Month program was launched to honor and recognize the volunteer service of NYS TESOL members. Anyone who knows Yuna can surely agree that this honor is well-deserved! It should also be noted that her dissertation project has received two awards since the last assessment update. In December of 2020, she was awarded the *Teachers College Dean's Grant for Student Research* and a *Duolingo English Test's 2020 Doctoral Award*. Her dissertation investigates the role of strategic competence on L2 speaking performance.



Yuna Seong

Presentations, Workshops, and Other Happenings

Asian Association for Language Assessment (AALA) Conference 2021, (Virtual)

The 7th AALA annual conference was held on November 3-5 of 2021. Current doctoral students Yuna Seong and Soo Joo as well as Columbia University lecturers and TC alumnae Dr. Joowon Suh and Dr. Ji-Young Jung shared findings from the Korean SBLA Project, which is a collaborative effort between the Korean Language Program at Columbia and the SBLA Lab.



Yuna Seong on behalf of the Korean SBLA team

Their presentation titled “Developing a scenario-based Korean proficiency assessment using a learning-oriented approach” discussed findings from their pilot study of the B1 Korean SBLA. An update of their results was presented at LTRC 2022.

East Coast Organization of Language Testers (ECOLT) 2021, Virtual

The most recent edition of ECOLT was held virtually on October 22-23. Jorge Beltrán presented an extension of his dissertation pilot study. His paper was titled “Changes in display of topical knowledge in a scenario-based speaking test,” where he examined whether ELLs who took a scenario-based test were able to incorporate lexis from input passages into their responses.

American Association of Applied Linguistics Convention 2022 in Pittsburgh, PA

The AL & TESOL program was very well represented at the first in-person edition of the largest conference in our field since the pandemic happened. Given it had been almost two years since the last time we had had this opportunity, reunions between current students, faculty, and alumni were all the more special.

The main event for the L2 assessment cohort was the colloquium organized by Professor Purpura and Dr. Banerjee from the SBLA Lab. The SBLA Lab members and their partners were invited to present their work at the Joint AAAL/ILTA Colloquium. Check out the overview below to learn more.



Jorge Beltrán at AAAL 2022

Last but not least, current student Jorge Beltrán presented preliminary findings from his dissertation. His paper examined how background knowledge and affect impacted test-taker performance in a scenario-based speaking test on online data privacy.

Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages



Colloquium Convened by Dr. James Purpura & Dr. Heidi Liu Banerjee

The Scenario-Based Language Assessment (SBLA) Lab at After the successful participation at LTRC 2021. Thanks to the support of an anonymous donor, the SBLA Lab has grown and now has projects on SBA design in five languages (in order of project creation: English, Korean, Persian, Italian, and Arabic), with four inter-institutional collaboration between this TC Lab and their partners: the Korean Language Program at Columbia University, the Persian Language Program at the University of Maryland, the University for Foreigners of Siena (Italy), and the American University in Cairo (Egypt). Thus, lab director Dr. Jim Purpura and then project manager Dr. Heidi Banerjee quickly ensured that an update on the progress of the various lab projects was shared with a wider audience this year. And what better way to do so

than by organizing a colloquium that examined the validity of using parallel scenarios to measure situated L2 proficiency and learning across these languages? Only four languages were included because the Arabic SBLA Project had not been launched yet, but the team looks forward to sharing their progress in the coming months. Dr. Antony Kunnan (Carnegie Mellon & Duolingo) was featured as the discussant. A version of this colloquium was presented at LTRC 2022.



LTRC 2022 Symposium Participants



Mahshad Davoodifard at AAAL 2022

Given the nature of the project and quality of the proposal originally submitted to LTRC, the SBLA Lab and their partners were invited to present their work at AAAL 2022 in Pittsburgh as the joint ILTA / AAAL colloquium. A second version of the colloquium was prepared, putting further emphasis on the implications of language-specific and contextual features on assessment and learning.

The abstracts are available [here](#), and a brief note on the colloquium is provided below.



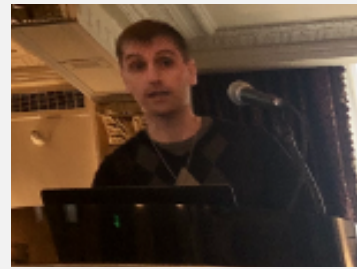
ILTA/AAAL Colloquium Participants
 (left to right): Dan Eskin, Soo Joo, Dr. Joowon Suh, Mahshad Davoodivard, Dr. Antony Kunnan, Dr. Jim Purpura, Dr. Nahal Nahal Akbari-Saneh, Dr. Ji-Young Jung, Dr. Payman Vafae, and Jorge Beltrán.

AAAL 2022 Highlights



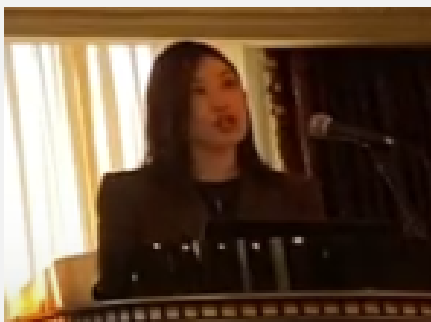
01.

Dr. Jim Purpura and alumna Dr. Heidi Banerjee organized the colloquium and the preparation of its LTRC and AAAL versions. At AAAL, Dr. Purpura opened with a paper that discussed the theoretical grounding of this project.



02.

Doctoral students Dan Eskin (*pictured*) and Jorge Beltran shared findings on behalf of the English SBA team.



03.

At AAAL, doctoral student Soo Joo (*pictured*) shared findings from a validation study on behalf of the Korean SBLA Project (TC's Yuna Seong and alumnae Dr. Ji-Young Jung and Dr. Joowon Suh).

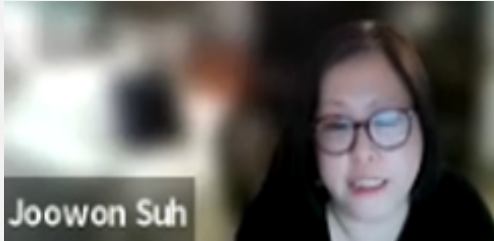


04.

Doctoral student Mahshad Davoodifard, TC faculty Dr. Payman Vafae (*pictured*), and partner Dr. Nahal Akbari-Saneh from the University of Maryland shared findings from the Persian SBLA project, outlining how test-takers perceived an SBLA in a FL context.

05.

The Italian SBLA team could not attend the conference, but partners Giulia Peri and Dr. Sabrina Macchetti (University for Foreigners of Siena) pre-recorded their insights on the adaptation of assistance to fit the needs of Italian learners.

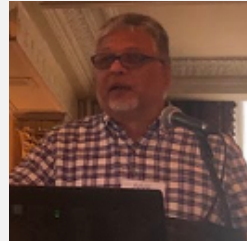


06.

Dr. Purpura was joined by leads from each project to discuss the implications of language-specific features and context on SBA development.

07.

Discussant Dr. Antony John Kunnan (who was a recent guest at TC's AL-TESOL Lecture Series) shared takeaways and issues for the SBLA Lab team to consider moving forward.



Service to the Field

One of the lessons Dr. Purpura always brings up to his doctoral students is that it is important to give back to and be part of the community. While anyone who works in education is likely to go the extra mile daily, these are some highlights of the volunteer work that the L2 assessment students are engaged in.

TC Student Chairing the International Language Testing Association's Graduate Student Assembly (ILTA GSA)

In December, L2 assessment student Jorge Beltrán was elected chair of ILTA's Graduate Student Assembly (GSA) for 2022. ILTA's GSA aims to meet the needs of graduate students in L2 assessment and to promote collaboration within and outside the association. The GSA steering committee brings together students from Australia, Brazil, China, Germany, Mexico, South Korea, Ukraine, and the US. In 2022, they aim not only to expand GSA's programs but also to improve access to them. For example, this spring, the ILTA board approved a GSA proposal to make ILTA's annual bibliographies *open access*. If you're an L2 testing student and would like to know more, don't hesitate to contact Jorge: jlb2262@tc.columbia.edu.



GSA Steering Committee members met in person for the first time at AAAL 2022. Featured: Hannah from Iowa State University, Jorge from TC, Gordon from the University of Wisconsin, and Yan from the University of Melbourne.

Serving as Reviewers

Throughout the academic year, some students were also invited to serve as reviewers for conferences and journals. In 2021, Jorge Beltrán served as abstract reviewer for AAAL 2022 and ECOLT 2021 and will review this summer for AAAL 2023. He also reviewed two articles for *Language Assessment Quarterly* and *Language Testing*. Soo Joo is a board member of our web journal, *Studies in Applied Linguistics and TESOL*. This past year, she served as editor of the forum for the second issue of volume 21. This spring, Yuna Seong served as a proposal reviewer for the conference LARC-MwALT-ECOLT 2022.

Publications in Language Assessment

- Eskin, D. (2022). Generalizability of writing scores and language program placement decisions: Score dependability, task variability, and score profiles on an ESL placement test. *Studies in Applied Linguistics and TESOL*, 21(2).
- Davoodifard, M. (2022). Automatic detection of plagiarism in writing. *Studies in Applied Linguistics and TESOL, The Forum*, 21(2), 54-60.
- Davoodifard, M. (2022). An overview of writing process research: using innovative tasks and techniques for a better understanding of 12 writing processes in assessment contexts. *Studies in Applied Linguistics and TESOL*, 21(2), 1-20.
- Purpura, J. E., Davoodifard, M., & Voss, E. (2021). Conversion to Remote Proctoring of the Community English Language Program Online Placement Exam at Teachers College, Columbia University. *Language Assessment Quarterly*, 18:1, 42-50, DOI: 10.1080/15434303.2020.1867145
- Tan, K. (2022). Examining Spontaneous Assessments Mediated through Peer-to-Peer Interaction in an ESL Classroom: A Learning-Oriented Assessment (LOA) Approach. *Studies in Applied Linguistics and TESOL, The Forum*, 21(2), pp. 43-53.

Presentations in Language Assessment

- Beltrán, J. L. (2021, October 29–30). Changes in Display of Topical Knowledge in a Scenario-Based Speaking Test [Individual Paper]. East Coast Organization of Language Testers, Virtual.
- Beltrán, J. L. (2022, March 19–22). An analysis of changes in examinees' speaking performance across a scenario-based test [Individual Paper]. American Association of Applied Linguistics Annual Convention, Pittsburgh, PA, USA.
- Beltrán, J. L., Eskin, D., Joo, S. H., Purpura, J. E. & Banerjee, H. L. (2022, March 8–11). Examining ESL learners' situated language proficiency and topical learning through a scenario-based assessment. In J. E. Purpura & H. L. Banerjee (Chairs), Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages [Symposium]. Language Testing Research Colloquium 43rd Annual Convention, Virtual.
- Eskin, D. & Beltrán, J. L. (2022, March 19–22). Examining ESL learners' situated language proficiency and topical learning through a scenario-based assessment. In J. E. Purpura & H. L. Banerjee (Chairs), Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages [Invited ILTA/AAAL Colloquium]. American Association for Applied Linguistics Annual Convention, Pittsburgh, PA.
- Joo, S. H., Seong, Y., Suh, J., & Jung, J. (2021, November 3–5). Developing a scenario-based Korean proficiency assessment using a learning-oriented approach [Paper presentation]. Asian Association for Language Assessment Conference, Seoul, South Korea, Virtual.
- Joo, S. H., Jung, J., Seong, Y., & Suh, J. (2022, March 7–11). Examining Korean learners' situated language proficiency and topical learning through a scenario-based assessment. In J. E. Purpura & H. L. Banerjee (Chairs), Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages [Symposium]. 43rd Language Testing Research Colloquium, Virtual.
- Joo, S. H., Jung, J., Seong, Y., & Suh, J. (2022, March 19–22). Examining Korean learners' situated language proficiency and topical learning through a scenario-based assessment. In J. E. Purpura & H. L. Banerjee (Chairs), Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages [Invited ILTA/AAAL Colloquium]. American Association for Applied Linguistics Annual Convention, Pittsburgh, PA.
- Purpura, J. E., & Davoodifard, M. (2020, June 17). Converting to a secure administration of an online English language placement exam: Lessons learned [Invited Webinar]. International Language Testing Association's Inaugural Webinar, Virtual. <https://www.iltaonline.com/page/ILTAWebinarExploringthefuture>

Finding Meaning in L2 Assessment and Education: Celebrating the Legacy of Dr. Jim Purpura

By Jorge Beltrán Zúñiga

Over the last few months, news of the retirement of a long-time faculty member of the AL & TESOL program started to spread within and beyond the TC community. After almost three decades at Teachers College, Professor Jim Purpura is about to embark on the well-deserved journey of a permanent vacation.

His retirement will not only mark the end of an era for the AL & TESOL Program, but also for the fields of L2 assessment and applied linguistics. So, as he takes the first steps to start this new journey, there is no better time to look back at Jim's trajectory and what he has done for the program and for L2 education and assessment.



Jim's Journey Before TC

Jim joined TC in 1995, just as he was finishing his doctorate in applied linguistics from UCLA, where he specialized in L2 assessment and L2 pedagogy. Even though his extensive research since joining the program has positioned him as an expert in L2 assessment, he already had a myriad of experiences that explain his dedication to language education and research.

Jim's interest in languages traces back to his upbringing in a bilingual Sicilian family in Pittsburgh. By his college years, he had studied French, German, Latin, Spanish, and Italian. As a junior, he won a scholarship to study in France, which sparked his interest in linguistics.

After completing his masters in French Linguistics, Jim spent almost fifteen years teaching overseas. He taught EFL in France for a year, and then worked on a series of ESP projects across the Middle East, where he taught helicopter pilots in Iran and worked with Saudi naval personnel. He then taught technical engineering writing at Kuwait University. Along the way, he wrote a textbook, designed curricula, and learned conversational Arabic and Persian.

One incredible story Jim has shared with his doctoral students happened during his time in Iran. It involved a field-test with a free-fall exercise. Picture it: A pilot in training was flying a helicopter with his instructor and, mid-flight, the instructor turned off the engine and took out the key. The trainee had to hot start the chopper as it was going down... And Jim was in the backseat the whole time taking notes on their language use! Who said domain analysis isn't dangerous?

In 1982, he moved to Spain, where he did it all! Professionally, he went from being an EFL Instructor to becoming Academic Director of a binational center. But personally, and more importantly, he found his second home. His "Barcelona years" (echoing Dr. Jee-Wha Dakin's introduction to his Distinguished Speaker Lecture Series talk) were not only joyful, but also very productive. During this time, he co-authored an EFL textbook series with his good friend and former director of TC's TESOL Certificate Program, Dr. Diane Pinkley. You might have heard how much he enjoyed working on the *On Target* books, which have been cited as early examples of textbooks making use of authentic materials and implementing genre-based writing instruction (Tomlinson, 2013). I even used them in my junior high years back in Mexico!

In 1990, Jim moved back to the US to pursue his PhD at UCLA. While his original plan was to study curriculum design, multiple factors rekindled his interest in L2 assessment. The opportunity to work as an RA for Dr. Lyle Bachman, who ultimately became his mentor, certainly influenced his path. However, the transition to a heavily quantitative field was initially a struggle, which would be hard to guess given the complex quantitative methods employed in his dissertation and research. Years later, this experience resulted in the encouragement Jim gives to his doctoral students suffering from a shocking first encounter with statistics at TC.

All these experiences led him to ask the questions he pursues through his research and shaped his mentoring style. And he has kept looking for new endeavors. While at TC, he spent many summers working as an invited visiting professor in universities across the globe, including Egypt, Greece, Italy, Japan, and Spain.

An Early Challenge: Building the Assessment Track

Without a doubt, the lives and careers of hundreds of students have been impacted (at times unknowingly) by Jim's work. After all, his very first task at TC was to build the L2 assessment track (M.A., Ed.M. and Ed.D.), is now a signature feature of the Applied Linguistics and TESOL Program. Courses in this track include *History of L2 Testing*; *Classroom-Based Language Assessment*; *L2 Performance Assessment (IRT)*; *Language Test Validation*; *Generalizability Theory in L2 Assessment*; *Special Topics in Language Assessment*; *Internship in Language Assessment*; and the *Doctoral Seminar in Language*

Assessment. And let's not leave out the unforgettable M.A. course: *Introduction to L2 Assessment*. Most alumni will always remember working on the assessment project (e.g., learning how to work with SPSS or dealing with low Cronbach's alpha). The TC experience wouldn't be the same without this important course. In catching up with friends from the master's program, more than once have the words of Dr. Kirby Grabowski rang true as we shared work updates (her advice was to put the course on our CV because it could make a difference when job searching).

The Many Facets of Jim Purpura in the AL & TESOL Program

Jim is a living example of the fast New York lifestyle, with a packed schedule and a lot to do in only a little time. Anyone who has spent any time at Zankel 316 might recall hearing Jim's fast-paced walking as he arrived at his office, 319A, often rushing to his next back-to-back appointment. And truth is he has maintained this workload since joining TC in 1995.

As a TC faculty member, Jim learned to juggle the many *hats* one has to wear when one commits to academia. His roles as educator, colleague, researcher, and community member always remained constant, but depending on when your own TC journey took place, you might have known him in one of his other roles. For example, he served as director of the TESOL Program from 2000 to 2008 and director of both the Applied Linguistics & TESOL Programs from 2008 to 2013, and he has been director of the Scenario-Based Language Assessment Lab since 2017. Each of these roles involved initiative development and administrative tasks.

Beyond TC, Jim has become an exemplar of service. His involvement in international and local associations includes several highlights. For example, he served as president of the International Language Testing Association (2007-2008) and as steering committee member East Coast Organization of Language Testers (2003-2018). In addition, he was a Fulbright Scholar in Siena (2017) and has been an English Language Specialist Fulbright Hays for Costa Rica since 2015. Currently, he is a member of the Committee on Foreign Language Assessment for the U.S. Foreign Service Institute, where he works with other language assessment scholars, including TC alumnus and his former student, Dr. Elvis Wagner. Jim also served on the editorial advisory board of the journals *Language Testing* (2004-2006), *TESOL Quarterly* (2001-2005), and *Language Assessment Quarterly* (2003-2005), for which he was editor from 2013 to 2019.

But out of the many hats he's worn at TC, I would bet much of Jim's time has been dedicated to his work as a mentor. Just accounting for doctoral advisement, he has sponsored 22 dissertations (with more to come), many of which were awarded grants and awards. He was also a member of roughly 30 dissertation committees. Now, in addition to the traditional tasks that come with dissertation advisement (e.g., being a tough reviewer, and writing recommendation letters), he has taken the time to go the extra mile for his mentees, whether this meant meeting a sudden deadline or serving as a witness at a former mentee's wedding.

Thus, if you've been mentored by Jim, you might agree with me that upon hearing this news it was inevitable to experience decidedly mixed feelings. On one hand, it came as a surprise, for Jim is so energetic and passionate about his work that you can't picture him putting a stop to his many projects. On the other hand, over the years he has shared the many plans and ventures he would undertake upon retiring. Then there's also a certain feeling of nostalgia from knowing he will be missed in our program and many won't get the chance to learn from him. But in the end, what remains is a feeling of joy, from sharing his excitement for this new chapter, from having had the chance to work with him, and from knowing his legacy will go on through the impact he has had on his students, mentees, and colleagues.



Jim during his retirement celebration

Such is the case that, as news of his retirement have spread, current and former students and colleagues have begun to show their appreciation for his dedication, his willingness to help, and his unique communication style. Below are just a few excerpts that were shared during his retirement celebration on April 27th.

On behalf of the many members of our Teachers College and language testing communities who have been guided, mentored, or somehow positively impacted by Jim and his commitment to L2 education, scholarship, and interinstitutional partnerships, we wish Jim a wonderful retirement – full of well-deserved rest, fun new experiences, and time with family and friends.

Farewell Messages from Jim's Retirement Celebration

- Words of wisdom from Jim; "You don't earn a doctorate, you become a doctor." – Nancy
- Over these years, you have served as such a wonderful mentor and have left an indelible mark on me. I will never forget your kindness, patience, guidance, knowledge and caring. – Michael
- I'm grateful for all of the guidance, support, and candor that you've given me over the last several years. – Dan
- Jim, congratulations on your next chapter! I'll be forever grateful that I have had the opportunity to learn from and work with you. – Soo
- Congratulations on your retirement, Jim!! This year marks the 10th year since we met. You have had such a great influence on me as a researcher and as a person in general. – Heidi
- Jim, congratulations on your retirement! Even after my graduation, you have still had a great impact on me.... When reading students' work, I also remember the detailed and thought-provoking comments you gave me on my dissertation drafts. – Hyun
- Congrats on your retirement, Jim! Thank you for your guidance, be it for my pilot study or the wine selection for our program parties. Cheers to health and happiness! – Rongchan
- Congratulations on your retirement, Jim! You have dedicated so much to teaching and research and I really appreciate all your effort in training me as one of your doctoral students.– Chelsea
- Thank you for being the best advisor, Jim! Happy retirement!! :) – Saerhim
- Thank you for this and for all of the amazing memories and opportunities! Best wishes for your next chapter. – Michelle

Dr. Jim Purpura Doctoral Dissertations Sponsored (2000–2022)

- Han, Qie (Chelsea). (Ed.D. in Applied Linguistics). (2020). *Investigating the Combined Effects of Rater Expertise, Working Memory Capacity, and Cognitive Functionality on the Scoring of Second Language Speaking Performance*.
- Getman, Edward. (Ed.D. in Applied Linguistics). (2020). *Age, task characteristics, and acoustic indicators of engagement: Investigations into the validity of a technology-enhanced speaking test for young language learners*. (Won the **Robert Lado Memorial Award for the Best Graduate Student Paper at LTRC 2021**).
- Liu Banerjee, Han-Ting (Heidi). (Ed.D. in Applied Linguistics). (2019). *Investigating the Construct of Topical Knowledge in a Scenario-Based Assessment Designed to Simulate Real-Life Second Language Use*. (Finalist for the Jacqueline Ross TOEFL Dissertation Award).
- Oh, Saehrim. (Ed.D. in Applied Linguistics). (2017). *Investigating Test-takers' Use of Linguistic Tools in Second Language Academic Writing Assessment*. (won the **ETS Best Dissertation in Language Testing Award**).
- Kim, Ahyoung (Alicia). (Ed.D. in Applied Linguistics). (2011). *Examining Second Language Reading Components in Relation to Reading Test Performance for Diagnostic Purposes: A Fusion Model Approach*.
- Kim, Hyun Jung. (Ed.D. in Applied Linguistics). (2011). *Investigating raters' development of rating ability on a second language speaking assessment*.
- DiGennaro, Kristen. (Ed.D. in Applied Linguistics). (2011). *An exploration into the writing ability of generation 1.5 and international second language writers: A mixed methods approach*.
- Dakin, Jee Wha (Ed.D. in Applied Linguistics). (2010). *Investigating the Simultaneous Growth of and Relationship between Grammatical Knowledge and Civics Content Knowledge of Low-Proficiency Adult ESL Learners*.
- Perrone, Michael (Ed.D. in Applied Linguistics). (2010). *The Impact of the First Certificate of English (FCE) on the EFL Classroom: A Washback Study*.
- Grabowski, Kirby (Ed.D. in Applied Linguistics). (2009). *Investigating the Construct Validity of a Test Designed to Measure Grammatical and Pragmatic Knowledge in the Context of Speaking* (Won the **ETS Best Dissertation in Language Testing Award**).
- Kim, Hyunjoo (Ed.D. in Applied Linguistics). (2009). *Investigating the effects of context and language speaking ability*.
- Ameriks, Yoko (Ed.D. in Applied Linguistics). (2009). *Investigating Validity Across Two Test Forms of the Examination of Proficiency in English (ECPE): Multi-Group Structural Equation Modeling Approach*.
- Liao, Yen-Fen (Alick) (Ed.D. in Applied Linguistics). (2009). *Construct Validation Study of the GEPT Reading and Listening Sections: Re-examining the Models of L2 Reading and Listening Abilities and Their Relations to Lexico-grammatical knowledge*.
- Wiseman, Cynthia (Ed.D. in Applied Linguistics). (2008). *Examining Rater Effects and Process of Using a Holistic and Analytic Rubric*.
- Krohn, Nitza (Ed.D. in Applied Linguistics). (2007). *An examination of the Hebrew Language Needs of Students in the Jewish Theological Seminary*.

- Park, Taejoon (Ed.D. in Applied Linguistics). (2007). *Investigating the Construct Validity of the Community Language Program English Writing Test*.
- Wagner, Mathew (Ed.D. in Applied Linguistics). (2006). *Utilizing the Visual Channel: An Investigation of the Use of Videotexts on Tests of Second Language Listening Ability (Won the Best Paper in Language Testing Award)*.
- Een, John (Ed.D. in International Educational Development). (2005). *Theme-based ESL Instruction and Attitudinal Change*.
- Chang, Jaehak (Ed.D. in Applied Linguistics). *Examining Models of Second Language Knowledge with Specific Reference to Relative Clauses: A Model-Comparison Approach*. (Spring 2004).
- Tsai, Constance (Ed.D. in TESOL). (2004). *Investigating the relationships between ESL learners' writing strategy use and writing ability*.
- Fen, Ho-Ping (Ed.D. in TESOL). (2001). *An analysis of the relationships between source material and EFL writing ability*.
- Mori, Reiko (Ed.D. in TESOL). (2000). *Two Post-Secondary ESL Teachers' Beliefs about Classroom Instruction and How their Beliefs are Reflected in their Classroom Practice*.

LANSI 2021-2022: A Year in Review

By Carol Lo

By now, no one is a stranger to Zoom breakout rooms. Those who joined the LANSI Virtual Workshop Series, however, can attest to the fact that the energy and enthusiasm of the participants made these seemingly routine sessions electrifying and gratifying. As participants who differed in the stages of their scholarly career but shared an interest in language and social interaction were divided into small groups, lively and stimulating discussions ensued. In one breakout room, participants took turns sharing different formats of assistance that they found in videos prior to the workshop; in another, participants closely examined a short clip and dissected the embodied and verbal components of an offering of help. Brains lit up, and three hours flew by quickly.

These were snapshots of the intellectual engagement and excitement that the LANSI Virtual Workshop Series generated. As the world continued to navigate ongoing challenges brought by the lingering pandemic in 2021-2022, LANSI remained committed to its mission of bringing junior scholars and experienced analysts together. This year, the LANSI Virtual Workshop Series was launched to provide advanced-level, hands-on, and data-oriented training on some of the most prominent topics for scholars interested in language and social interaction. Like the LANSI Virtual Lecture Series piloted last year, each of the six virtual



workshops attracted close to fifty like-minded colleagues from all over the world. This time, the success of the workshops can be attributed to their highly engaging and interactive nature and the ample opportunities for participants to raise questions. The emphasis on data analysis and interactivity enabled workshop participants to work side-by-side in the process of discovering and understanding various phenomena.

The inaugural workshop on discourse particles was led by Galina Bolden (Rutgers University) in November. Having assigned the challenging homework of sorting a large collection of the ubiquitous “so,” Galina carefully guided the participants through the process of identifying the interactional functions of “so” and addressed unique issues in analyzing particles.

Alexa Hepburn and Jonathan Potter (Rutgers University) facilitated the workshop on Analyzing Emotion in Interaction in December. The workshop focused on how emotion is described, displayed, and managed using a wide array of data samples. Participants engaged

in multiple analytic exercises to identify how emotions are formulated, and importantly, how emotion terms and constructions contribute to action formation.

Simona Pekerak Doehler's (University of Neuchâtel) workshop in January explored the theoretical and analytical principles of conducting longitudinal conversation analysis. Through focused data sessions and sharing and giving feedback on their longitudinal study designs, all attendees developed a much more principled understanding on how to conduct longitudinal studies.

In February, 2022, Barbara Fox (University of Colorado, Boulder) and Alexandra Gubina (University of Mannheim) led a workshop on grammatical practices used to perform the action of offering assistance and contribution. Fox and Gubina curated a robust collection of the target phenomenon for the participants. And after sharing their initial observations of a corpus, the pre-workshop assignment, participants were immersed in a lively, in-depth discussion on the fine-grained differences between and the actions of various grammatical formats.

Lorenza Mondada (University of Basel) was the facilitator for the March workshop. After a short lecture on analyzing multimodality, Mondada guided the participants through a fine-grained analysis of data involving participants giving and following instructions of making mochi, a Japanese dessert. As a result of an immersive and captivating learning experiences, participants gained an expanded understanding of how to conduct multimodal analysis video data.

Geoff Raymond (University of California, Santa Barbara) delivered the final workshop in April, where he shared recent developments of epistemics. Focusing on sequences initiated by participants from an unknowing (K-) position, Raymond involved participants in new lines of inquiry in epistemics using both ordinary and police-civilian interaction. The thought-provoking workshop offered participants a new angle to appreciate how epistemics and action formation intersect.

In addition to the LANSI Virtual Workshop Series, LANSI's monthly data sessions, which have been remote since the pandemic, continued to serve as a fertile analytic training ground for graduate students and established scholars all over the world. The academic year was capped off with a special event worth a special mention: On May 20, LANSI had the pleasure to host a symposium—also referred to as our “playdate”—with Rutgers University Conversation Analysis Lab (RUCAL). In this groundbreaking collaboration, graduate students and faculty from both research groups led data sessions and presented work-in-progress. The format cultivated intellectual exchange, extensive constructive feedback, and invigorating dialogue on new and emerging ideas.

As most parts of the world have slowly returned to normalcy, it is exciting that the 10th LANSI conference, which was postponed for over two years, has been scheduled from Friday to Saturday, October 14-15, 2022. To celebrate LANSI's tenth anniversary, the conference will feature two plenary lectures by Candy Goodwin (University of California, Los Angeles) and Douglas Maynard (University of Wisconsin-Madison). For more information on the upcoming conference and monthly data sessions run by LANSI, please visit www.tc.edu/lansi, join the LANSI listserv, and follow LANSI on Twitter (@lansi_tc).

Waring Doctoral Seminar Publications, Presentations, & Awards 2021-2022

Publications in Language Use

- Carpenter, L. B. (2021). Supporting Student-Teacher Development of Elicitations Over Time: A Conversation Analytic Intervention. *Classroom Discourse*, DOI: 10.1080/19463014.2021.1946112
- Frantz, K. (2021). Language learning in repeated storytellings: The case of repair practices. In J. Wong & H. Z. Waring (Eds.), *Storytelling in multilingual interaction: A conversation analysis perspective*. New York: Routledge.
- King, A. H. (2022). Synchronizing and amending: A conversation analytic account of the “Co-ness” in co-teaching. *Linguistics and Education*, DOI: 10.1016/j.linged.2022.101015
- Lo, C. H. Y., & Tadic, N. (2021). Managing a delicate telling in the adult ESL classroom: A single case analysis. In J. Wong & H. Z. Waring (Eds.), *Storytelling in multilingual interaction: A conversation analysis perspective*. New York: Routledge.
- Romig, M., & Horan, A. (Forthcoming). Taking grammar explanations off the board. *Mosaic*.
- Romig, M. T. (2022). Review of Classroom-based Conversation Analytic Research: Theoretical and Applied Perspectives on Pedagogy by S. Kunitz, N. Markee, & O. Sert. *Studies in Applied Linguistics and TESOL*, 21(2), 61-64.
- Romig, M. & Gillespie, S. (2021). From mentee to mentor: Building relationships and creating opportunities from a student-centered classroom. *Mosaic* 51(2). Retrieved from <https://sites.google.com/nystesol.org/nys-tesol-mosaic/current-issue>
- Gilmanova, D., & Romig, M. (2021). The art of asynchronous teaching in a virtual ESL classroom: Planning, filming, and editing. *Mosaic* 51(1). Retrieved from https://drive.google.com/file/d/1R9IguZNB_vloPWjLOMtqVbjyyZWLj1KW/view

Presentations in Language Use

- Carpenter, L. (2021, November) Preparing TESOL Teachers in Post-Observation Conferences: A Conversation Analytic Intervention. Paper presented at NYSTESOL, White Plains, NY.
- Frantz, K. K. (2022, March). "I keep questioning myself": A longitudinal conversation analysis of a novice writer's topic development. Paper presented at the American Association for Applied Linguistics Conference (AAAL), Pittsburgh, PA.
- Frantz, K. K. (2022, May). Mindful fitness in online yoga classes: A discourse analytic study. Paper to be presented at the 72nd Annual International Communication Association Conference (ICA), Paris, France.
- Frantz, K. K. (2022, May). Virtual gesture in video-mediated writing consultations: The case of text selection. Paper to be presented at the 3rd Approaches to Digital Discourse Analysis Conference (ADDA 3), St. Petersburg, FL.

- Hughes, S. (2022, April) Snapping as a Resource for Endorsing a Critical Stance. Paper presented at ILA, Rutgers University, NJ.
- King, A. H. (2022, March). Schisming: Designedly Private Public Exchanges in Co-teaching. Paper to be presented at the Annual Conference of the American Association for Applied Linguistics, Pittsburgh, PA.
- Lo, C. H. Y. (2021, June). "Syntax-in-sight: Finger counting as teacher resource for repair." Paper presented at the 17th International Pragmatics Conference (IPrA). Winterthur, Switzerland (virtual conference).
- Waring, H. Z., & Lo, C. H. Y. (2022, March). Halt vs. hold: How gestures safeguard contiguity. Paper to be presented at the Annual Conference of the American Association for Applied Linguistics (AAAL), Pittsburgh, PA.
- Romig, M. (2021, November). Empowering Students through Project-based Learning and Podcast Creation. Paper presented at NYSTESOL Annual Conference.
- Romig, M., & Horan, A. (2021, November). The How of Grammar Explanation: A Conversation Analytic Study. Paper presented at NYSTESOL Annual Conference.
- Romig, M. & Horan, A. (2022, March). The "How" of Grammar Explanation: A Conversation Analytic Study. Paper presented at the Annual Conference of the American Association for Applied Linguistics (AAAL), Pittsburgh, PA.
- Yu, D. (2022, March). Victimized Us vs. dangerous them: Perpetuating divisiveness at US political town halls. Paper presentation as part of the panel Critical Conversation Analysis at the American Association for Applied Linguistics Annual Conference (AAAL), Pittsburgh, PA.

Awards

- Kelly Frantz won Best Student Paper at the Digital Discourse Conference
- Sean Hughes won TC Provost's Student Excellence Award

In Memoriam: Prof. Frank Horowitz, 1932-2022



Spring 2015 ILA conference

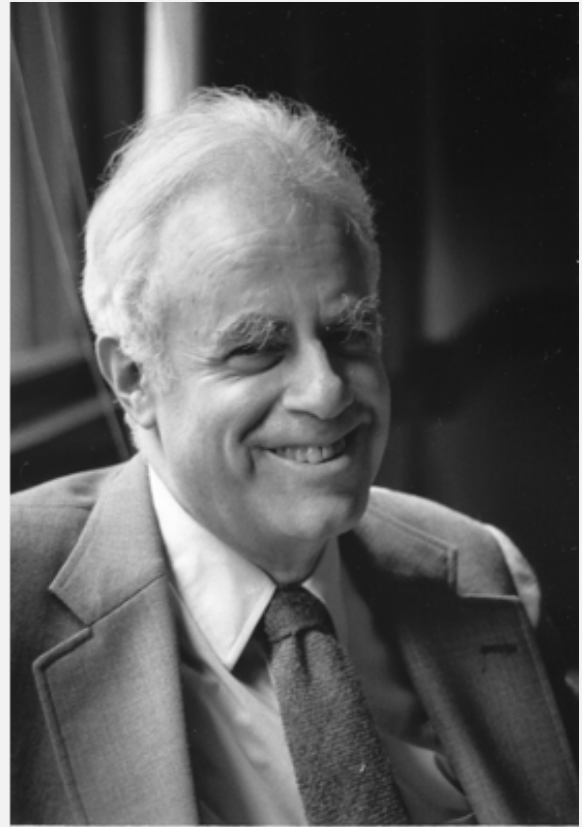


From George Ganat (MA-AL, 2000): Many will remember Prof. Horowitz's famous *check* lecture, in which he traced the development of the word through the twists of history, culture, and language from its origin in the Arabic word *shah* ("king"). It was a magical moment for students every semester: he opened a world of meaning, sharing the richness and complexity hidden in something so seemingly mundane. It was one of the many gifts he gave over his generous career as a teacher. He will be greatly missed.

From Linda Wine: I was fortunate to be Prof. Horowitz's student and then his Semantics TA for several years. He was a very gentle man – generous with his time and intellect, as well as a model of how to treat all students with respect. Professor Horowitz's Semantics course introduced generations of students to componential analysis and to Lakoff and Johnson's (1980) seminal work on the metaphorical nature of language, thus helping us become more critical thinkers. I am deeply grateful to have known and been mentored by him. May his memory be a blessing.

From Jim Purpura: When I first came to TC in 1995, Frank and I bonded over an initial TESOL kitchen conversation about Quirk and Greenbaum. That conversation continued over the years and Frank had me substitute for him on a number of occasions. Frank was a slow-talker and I a fast-talker, which we laughed about. Frank was a dear colleague over the years and a welcome neighbor up here in Washington Heights. I will always remember him for his intellect and his kindness.

From Hansun Waring: I could never bring myself to call him Frank even after I became a professor myself. He's the iconic storybook professor. He will always be Professor Horowitz for me.



From Howard Williams: Dr. Franklin Horowitz retired in 1998 but continued to teach our Semantic Systems & Lexicon course for another twelve years. My most enduring memories of Frank are of long lunches spent at the old Ajanta on Amsterdam ruminating about politics and linguistics, often agreeing, sometimes disagreeing, always in subdued and mutually respectful tones. Chicken curry for both of us, and plenty of tea. Frank was a scholar of metaphor and the kind of cognitive linguistics practiced by Lakoff & Johnson. He was a longtime member and sometime president of the International Linguistic Association, based here in New York. He nurtured doctoral students who wrote dissertations in the area of lexical semantics, and MA students who wrote term papers for his class. He pondered long and hard over deep questions and if the answers weren't evident, he always had something enlightening to say. In spring 2015, however, when the ILA held its annual conference in his honor here at TC, he rose to the podium, paused and apologized for being what a linguist should never be: "At a loss for words".

JoAnne Kleifgen, professor emeritus in the International & Transcultural Education Program at TC, recently included [this tribute](#) to Frank in the spring issue of *Word*, the official ILA journal.

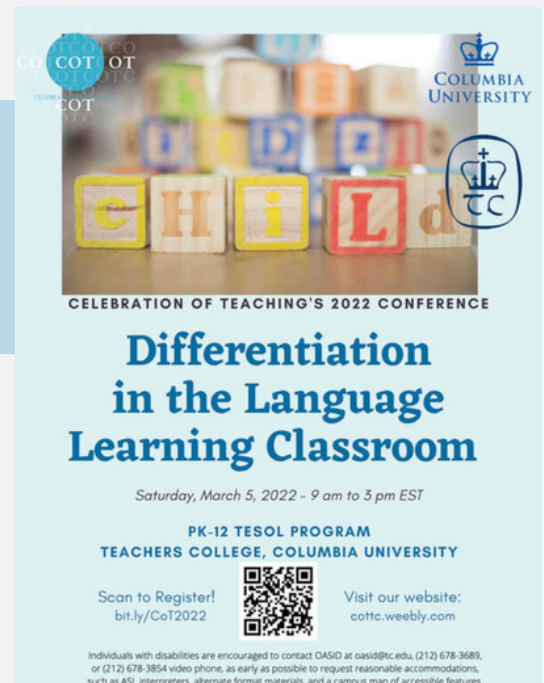
Celebration of Teaching 2022

By Julia Ciccaglione

Teachers College's Celebration of Teaching (CoT) enjoyed meeting and reuniting in-person during the 2021-2022 school year. CoT kicked off the school year by launching a TESOL book club. Members visited a local children's bookstore and read a variety of young adult books, discussing how they could be taught with English Language Learners. In addition, the team

successfully hosted two events: an AL/TESOL Alumni Q&A panel, and the annual CoT Conference. The Q&A panel was co-planned along with TC's AL/TESOL Roundtable, and created a positive, informative, and supportive space for the program's community to discuss career hunting, student teaching, coursework, and more.

The eighth annual Celebration of Teaching Conference this year was under the theme of "Differentiation in the Language Learning Classroom". It featured keynote speaker Dr. Carolyn Strom from NYU Steinhardt, who gave a comprehensive and engaging talk on "Using the Science of Reading for Classroom Impact". Dr. Strom discussed the neuroscience behind reading, and how to effectively share this scientific research with educators and families in an engaging way. The presenters (Cheryl Gartsbeyn, C. Walsh, Julia Ciccaglione, Tara Dennington, Luok Shiang Yong, and Meg Flanagan) gave a wide variety of demo lessons on differentiating instruction for language learners. Attendees experienced hands-on strategies for working with language learners of every age and level. The conference attendees included: current AL/TESOL students, alumni, faculty, and members of the NYC TESOL community, who all wrote a community poem about the conference experience. Thank you to the Celebration of Teaching team, AL/TESOL faculty and staff, keynote speaker Dr. Carolyn Strom, all of our conference presenters, and all of the attendees who made this conference so immersive and memorable.



Roundtable/End-of-the-Year Party

We are delighted to celebrate coming back in person!



Roundtable holiday party



APPLE Award for Best MA Paper:
Vanessa Guida Mesina



Our lovely AL/TESOL students at our legendary
AL/TESOL party



Fanselow Award winners: Audrey L. Yatdon,
Noa A. Dubin (2nd from right), and Luyu Wang
(2nd from left)

AL/TESOL Graduation 2020-2022

Congratulations to our 2020 to 2022 graduates!



From left to right: Chih-Hsuan (Jenny) Lin (MA-TESOL, 21), Cheryl Chen (MA-AL, 21)



Jelani Spencer-Joe (MA-TESOL, 22)



Carol Lo (EdD, 22) and Dr. Hansun Waring



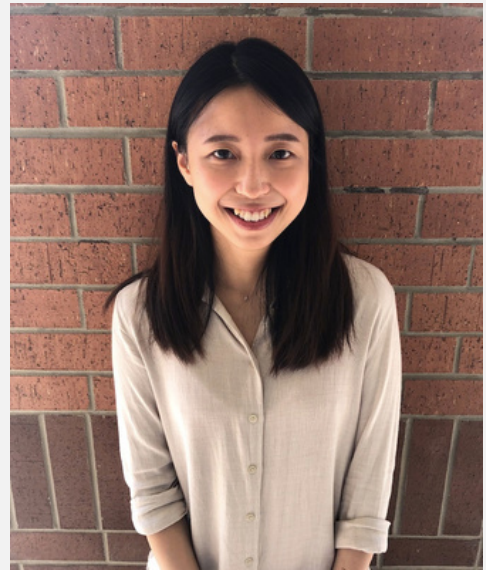
From left to right in the first row: Phyllis Lavine (MA-AL, 22), Chairin Lim (MA-TESOL, 22) and Nyesha Maughn (MA-TESOL, 22).

Alumni Updates: Where are They Now?

Tzu-Hsuan Yang

M.A. Applied Linguistics, Class of 2018

I graduated from the TESOL/AL program at TC in 2018. When working as an ESL instructor in the Community Language Program, I met students with different language backgrounds and observed considerable inter- and intra-speaker variability in speech. I was eager to understand what factors induce phonetic and phonological variation and how those factors interact, and that was when I decided to pursue a Ph.D. in Linguistics. I am now a second-year Ph.D. student in the Department of Linguistics at University of Kansas. Working with second-language learners in NYC has greatly influenced my research interests, which center around second language acquisition using phonetic and psycholinguistic approaches.



Emily Matula

M.A. Applied Linguistics, Class of 2013



While at TC, I worked full-time as a teacher assistant at a school for children with neurodevelopmental disorders. Through this work, I became interested in language development in children with developmental disorders. I recently completed my Ph.D. in Communicative Sciences and Disorders at New York University (NYU). My doctoral research focused on how context (linguistic and nonlinguistic) influences language comprehension and production in individuals with and without developmental disorders. I am particularly interested in how children use what they see when they are communicating. During my time at NYU, I had the opportunity to teach

undergraduate and graduate students, as well. I found my coursework at TC, such as TESOL Classroom Practices and Second Language Assessment (among many others!), to be particularly helpful. Currently, I plan to complete my certification in speech-language pathology and to continue teaching and research. On a personal note, I look back on my time at TC fondly – I met my husband at the end of my first semester. We are lucky to share life with our best friend, Pancake (see photo). I hope everyone has a great summer and please reach out if you ever want to chat about language learning or corgis!

Hsiao-wen Yeh

M.A. Applied Linguistics, Class of 2013



I'm Hsiao-wen Yeh (*front row, second from right*); I graduated from Teachers College in 2013 with an MA in Applied Linguistics. After completing the program, I moved to western Massachusetts to start my first teaching job at Pioneer Valley Chinese Immersion Charter School in Hadley, MA. Our school offers a K-12 Chinese immersion program for students to achieve personal and academic success and to develop biliteracy and sensitivity to multiple cultures. Although I've already taught here for 9 years, I am still constantly amazed at how advanced my students' proficiency levels are, especially listening and speaking. One of my favorite things to be proud of is when students talk to me outside of school while others watch in admiration and wonder. I've taught 3rd through 8th grade here and I'm really loving working with my current MS students. It is a very rewarding job watching my students' growth and participating in their language learning journey. I'm very thankful for the education I've received which helps shape me into the kind of educator I am today.

Rohini Parikh

M.A. TESOL, PC Fellow, Class of 2005



Years ago, as a Peace Corps TEFL Volunteer in China, my Country Director and I had long conversations about my application to the Teachers College Peace Corps Fellows MA in TESOL PK-12 Program. He informed me that if I were admitted that I would be the first Peace Corps China Volunteer to gain admission to TC and the first admitted to the Peace Corps Fellows Program. He also stated that I would be the first Peace Corps China Volunteer to become an English and ESL teacher with the New York City Department of Education. He enthusiastically supported my application, and we were both thrilled when I gained admission.

While a TC Peace Corps Fellow, my accomplishments included roles as a writing center consultant and a speaker and panelist for TC Career Services and the Applied Linguistics and TESOL Program. I also accepted a position as a high school English and ESL teacher with the NYC Department of Education and taught culturally and linguistically diverse college-bound students at well-known schools in every borough except for Staten Island (talk about a long commute from the UWS!).

Over the course of my career with the NYCDOE, I was a founding faculty advisor of a writing center, a founding director of a college placement office, a mentor teacher, a cooperating teacher, a teacher trainer, a debate team coach, a professional development coach, and a subject matter expert for publishers, for educational technology start-ups, and for museums, including the National 9/11 Memorial & Museum in Lower Manhattan. I also earned New York State permanent teaching certifications in English (7-12) and in ESL (PK-12). Further, I was a recipient of a National Endowment for the Humanities research grant to study the poetry of Dante Alighieri at the University of Siena in Italy.

Further, during and after my NYCDOE career, I was awarded U.S. Department of State Senior English Language Fellowships with the U.S. Embassies in Ankara, Turkey and in Rabat, Morocco. During those fellowships, I was an academic English Lecturer and managed English language projects.

Since leaving the NYCDOE, I have been an academic English Lecturer and Faculty Advisor at the following research universities: Selcuk University in Konya, Turkey; the American University in Cairo, Egypt; King Saud University in Riyadh, Saudi Arabia; New Jersey-based Kean University in Zhejiang Province, China (Wenzhou-Kean University); and Alfaisal University in Riyadh, Saudi Arabia. In September 2020, I returned home to NYC and to TC to earn a PhD in English Education with research interests in English and TESOL. I am excited to be back at TC. Feel free to connect on LinkedIn. All the best to continuing and graduating students!

Email: rap38@tc.columbia.edu | Mobile/WhatsApp: +1 212 932 0956 | LinkedIn: www.linkedin.com/in/rohiniparikhnyc

Dissertations Completed in the 2021-22 Academic Year

- Peter Kim, “Energy Conservation Theory for Second Language Acquisition (ECT-L2A): A Partial Validation of Kinetic Energy – Aptitude and Motivation” (Dissertation Sponsor: Prof. ZhaoHong Han)
- Adrienne Wai Man Lew, “Input Robustness: An In-Depth Study of ESL/EFL Textbooks” (Dissertation sponsor: Prof. ZhaoHong Han)
- Carol Hoi Yee Lo, “Understanding-in-Interaction: The Case of the Adult ESL Classroom” (Dissertation sponsor: Prof. Hansun Waring)
- Haimei Sun, “The Effects of Reading Task Complexity on L2 Learners’ Content Learning and Language Use: A Process-Product Approach” (Dissertation Sponsor: Prof. Peter Gordon)

The AL/TESOL Times is the annual newsletter of the Teachers College Applied Linguistics and TESOL Program

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