

AL/TESOL TIMES

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

Celebration of Teaching

Despite the challenges posed by an all-online interface, the Celebration of Teaching (CoT) committee enjoyed a fruitful 2020-2021 by successfully hosting three virtual events. (p. 2)

TC-Tunisia Foreign Language Teacher Education Project 2021-22

From January 2021 to December 2022, TCTP will enroll two cohorts of Tunisian educators, both of which will complete a year-long, intensive program in EFL pedagogy. (p.4)

Strengthening English Language Programming in Algerian Higher Education

Since January 2021, Professor James Purpura and his AL/ TESOL research team have been working on an exciting new three-year grant project. (p. 6)



On Your Feet: A Rigadoon with Calamity

A letter from the editor and Dr. Howard Williams

Like greatness, some years have themes assigned to them, and some years have themes thrust upon them. While COVID-19, the most conspicuous symbol for 2020, still haunts the background of our day-to-day lives like the fading trajectory of a lion's swipe, the global community continues to reconcile with the aftermath of an unprecedented disaster that has destroyed an irreplaceable portion of humanity.

Alongside countless institutions across the world, the AL/TESOL community at TC met the challenge of COVID-19 head on, relying on its keen leadership and dutiful community to move



Scenario-Based Language Assessment Lab

Established to assess real-life language use and 21st century linguistic competencies, the Scenario-Based Language Assessment Lab continues to promote learning-oriented assessments of language proficiency. (p. 7)

LANSI

2020 saw the launch of the LANSI Virtual Lecture Series, which featured eight guest speakers covering a kaleidoscopic array of topics on language and social interaction. (p. 9)

Alumni Updates

Check in with TC AL/TESOL alumni from across the globe! (p. 13)



forward, refusing to stop life as we know it in favor of adjusting to a merciless new normal. Despite the unprecedented transitions to online learning, working, and living, a workable equilibrium was achieved: classes were held, students were matriculated, and reality was embraced.

In this year's *AL/TESOL Times*, we showcase the glimmers of normalcy achieved by our community despite the harrowing disaster encouraging us to stop being who we are. Dedicated to the memory of those we have lost and the persistence of those working to preserve our tomorrow, we offer our support for the continued growth and evolution in the wake of what we know to be true: Above all else, 2020 was a year of resilience. And if we as a community could rise to face its challenge, there is nothing we cannot accomplish together.

Sincerely,

Ben Milam (editor) and Dr. Howard Williams

Global Like Never Before: Celebration of Teaching 2021

Luok Shiang Yong and Risa Yuminaga

Despite the challenges posed by an all-online interface, the Celebration of Teaching (CoT) committee enjoyed a fruitful 2020-2021 by successfully hosting three virtual events: February's annual CoT Conference; a webinar featuring the event's first ever Fulbright scholar; and a student teaching and job-hunting information panel, which was launched in collaboration with the TESOL/AL Roundtable and program alumni.

February's seventh annual CoT conference successfully adapted to its first ever online setting with the timely theme *Teaching Online in PK-12: Best Practices, Challenges, and Perspectives*. Presenters, participants, and keynote speaker Dr. Ioana Literat shared their experiences, resources, and perspectives on online teaching, including Dr. Literat's insights into the value of social media and TikTok as a window to understanding the young person's experience with online schooling. Nine practicing teachers of mixed-age ELL students also attended the conference from across the globe to give presentations and demos on the technologies and techniques that enhanced their online teaching, many of which included such familiar applications as Nearpod, Google Slides, and Jamboard fused with new strategies on how to design materials and provide instruction to maximize the online learning experience. More than 60 attendees joined the conference from across the world.

Based on his riveting and well-received demo lesson during the conference, Mr. Pedro Trivella, an esteemed Fulbright scholar who holds positions as an ESL educator at Thurgood Marshall Elementary School in New Jersey and adjunct professor of World Language and Hispanic Cultures at Monmouth University, was asked to be the speaker at CoT's March 2021 webinar *Our Global Imperative: Thinking Globally and Acting Locally*. During the webinar, Mr. Trivella focused on strategies to encourage and empower students to become activists within their own communities via the four-step sequence of: a) investigating the world, b) recognizing different perspectives, c) communicating ideas, and d) taking action.

In April 2021, CoT collaborated with the TESOL/AL Roundtable for the first of its annual student teaching and job-hunting information panels, which aim to foster personal and professional connections between current students and alumni from the TESOL/AL program. The three-part event focused on networking and mingling, student teaching, and job hunting, with alumni participants fielding questions about their own experiences with finding employment after graduating from TC. The panel enjoyed a higher-than-average turnout compared to past events, presumably due to its being offered on Zoom. As TC slowly returns to in-person instruction, both CoT and Roundtable organizers will be weighing the pros and cons of continuing to host the event online in order to allow alumni no longer in New York to reconnect with their alma mater.

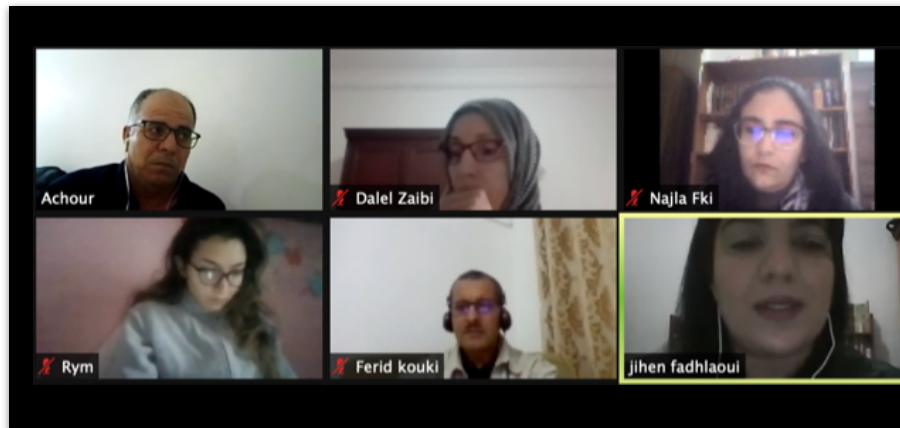
As we move into the new academic year, CoT looks forward to launching more community-focused events, such as a book club or movie night, while maintaining its focus on current issues in language pedagogy. We would like to thank Dr. Sarah Creider for her endless support throughout the at-times trying process of mastering new platforms and formats for hosting events, as well as her superhuman ability to concoct on-the-fly solutions in the direst of situations. We also thank Dr. Williams for donating his Saturday mornings to meet with us personally as well as connect us with his past mentee students. Both advisors' encouragement and support has allowed the CoT team to grow as students within the TESOL PK-12 program.

Spotlight:

Dr. Mario-López Golar



For many people in North America, the people of Mexico form a culture with a single voice. In January 2021, Dr. Mario López-Golar of Universidad Autónoma Benito Juárez de Oaxaca gave a talk on the multiplicity of indigenous cultures in Mexico—specifically on the challenges of accommodating that diversity within U.S. language classrooms in which multiple 'Mexicos' may be represented.



The TC-Tunisia Foreign Language Teacher Education Project 2021-22

Asley Beccia

[The TC-Tunisia Foreign Language Teacher Education Project](#)

(TCTP), directed by Professor ZhaoHong Han, aims to strengthen EFL educators of young learners in Tunisia. Made possible through a \$500,000 grant from the U.S. State Department, TCTP is co-sponsored by the U.S. Embassy in Tunisia, Tunisia's Ministry of Higher Education and Scientific Research, and the Columbia University Global Center in northern Africa. From January 2021 to December 2022, TCTP will enroll two cohorts of Tunisian educators, both of which will complete a year-long, intensive program in EFL pedagogy.

TCTP participants are faculty members from 10 higher education institutions across Tunisia, all of which provide certification for the "National License in Education and Training" to future primary school teachers. By utilizing a curricular approach that promises to serve as a national blueprint for teacher training programs for young learners of second/foreign languages, the project builds upon and enhances the capacity for EFL educators to provide high-quality instruction to young learners.

TCTP provides comprehensive training that targets essential areas of EFL instruction through four learning modules:

- (1) Planning and Assessment;
- (2) Pedagogical Training I;
- (3) Pedagogical Training II; and
- (4) Integration of Knowledge and Practice.

All modules are taught by faculty members of TC's Applied

Linguistics and TESOL Program, including Drs. Creider, Han, Lindhardsen, and Purpura, and follow an arc from establishing a strong foundation in L2 pedagogy to sharpening participants' pedagogical skills and introducing them to critical action research, while lastly guiding them in conducting their own research.

TCTP is facilitated entirely online, utilizing such online applications as Schoology, Canvas, and Zoom to enable regular collaboration between TCTP participants, instructors, and staff. These technologies are also used for monthly community-building events beyond dedicated learning modules, which are led by three class representatives and project assistant Ashley Beccia to establish professional networks amongst TCTP participants.

June 2021 marks the halfway point for this year's TCTP cohort. Having completed the Planning and Assessment and first Pedagogical Training modules, the 24 teacher trainers have shared many positive remarks about their experience, describing the project as “engaging, interactive, and interesting” and claiming that it is “making a deep impact on [participant] teaching pedagogies.” Interviews conducted by project coordinator Lyndsay Gehring have also revealed the effects the project is having on participants, one of whom stated, “[The curriculum] is so demanding because we have our lives and our jobs. But it's so rewarding, and we are doing our best. The fact that we are learning, that keeps us going.”

Poised to have profound and lasting impacts on EFL teachers and trainers across Tunisia—and, in turn, on the English acquisition of young learners throughout Tunisia—the TC-Tunisia Foreign Language Teacher Education Project is moving energetically ahead thanks to the strong support of its government co-sponsors, the committed staff and faculty at Teachers College, and the dedicated participants that make up this innovative project.

Strengthening English Language Programming in Algerian Higher Education

Professor James Purpura, Brian Carroll, and Kimberly Tan

As of January 2021, Professor James Purpura and his AL/TESOL research team (Donna Brinton, Brian Carroll, and Kimberly Tan) have been working on a three-year grant project entitled “Strengthening English Language Programming for Integrated Language and Content Teaching (ILCT) in the Algerian Higher Education Context.” The project represents a four-part partnership between the Algerian Ministry of Higher Education, the U.S. Department of State, the Columbia Global Center, and the Applied Linguistics and TESOL Program at Teachers College, Columbia University.

The project is expected to occur in three interrelated phases. During the currently ongoing first phase, a TC research team is working alongside their Algerian colleagues to create a conceptual framework for the project and complete a domain analysis of instructional practices amongst instructors in Algerian higher education. The conceptual framework will define the theoretical basis and practical components of the project, as well as provide documentation of the activities over the project’s three-year span. Meanwhile, the domain analysis will survey the types of competencies Algerian educators must display in their own professional lives versus those they teach in their courses, collecting data on specific instructional and assessment practices before finally surveying the use of English in these contexts. Ultimately, the information gathered from the domain analysis will help mold professional development courses for English language instructors at Algerian institutions of higher education.

In the final two phases of the project, Professors Purpura and Voss from TC, along with Donna Brinton from UCLA, will instruct courses on teaching integrated language and content for English language instructors across Algeria. These courses will provide several functions, including:

- 1) introducing Algerian instructors to a comprehensive framework for instruction, assessment, and academic and workplace competencies;
- 2) providing practical input on conceptualizing and designing content for language instruction;
- 3) discussing the use of technology in teaching, learning, and assessment; and
- 4) introducing the assessment of integrated language and content in both classroom and standardized contexts.

In addition to the above professional development courses, the project’s research team will assist in the formation of an Algerian steering committee tasked with maintaining the future continuity of the project. Relevant responsibilities for this committee will include reimagining English language service courses at Algerian universities, creating an ILCT resource website for teachers, overseeing the organization of ILCT professional events in Algeria, and identifying joint research opportunities between Teachers College and the Algerian Ministry of Higher Education.



Students and faculty celebrate the end of Spring 2021 at the annual year-end party.

Onward and Upward: The Scenario-Based Language Assessment Lab

Heidi Liu Banerjee

The Scenario-Based Language Assessment (SBLA) Lab, directed by Professor James Purpura, was established to assess real-life language use and 21st century linguistic competencies while promoting learning-oriented assessments of language proficiency. Currently, the lab consists of Professor Purpura, alumna Dr. Heidi Banerjee (project manager), and four research assistants pursuing doctoral studies on the assessment track: Jorge Beltran, Soo Hyoung Joo, Daniel Eskin, and Mahshad Davoodifard.

For the past several years, the lab has invested enormous effort in developing its low-intermediate-level (CEFR B1) SBLA for ESL learners, with the year 2020 involving particular focus on revising the B1 module based on pilot test results and test taker feedback. Additional features, such as animated chats and read-aloud instructions, were added to the revised B1 module to ensure maximal representation of real-life language use. The lab is also developing high-beginner (CEFR A2) and high-intermediate (CEFR B2) English SBLA modules, which it intends to complete by the end of 2021.

While the SBLA Lab was originally created to revamp the ESL placement exam for the Community Language Program at Teachers College, two foreign language projects for Korean and Persian were launched in 2020. For the Korean SBLA, the lab collaborates with Drs. Joowon Suh and Ji-Young Jung of the Korean Language Program at Columbia, both of whom received their EdD from the TESOL/AL program at Teachers College, while doctoral student Yuna Seong contributes as a test developer. The Korean project successfully piloted their prototype SBLA at the end of 2020, and is currently performing revisions. As for Persian, the lab was able to establish a partnership with the Persian Language Program at the University of Maryland with the help of TESOL/AL faculty member Dr. Payman Vafae. Having developed their prototype SBLA, the Persian team is currently collecting data. Note that all foreign-language SBLAs are “parallel” to the English version, meaning the cognitive processes embedded in each scenario are the same across all languages.

Because of the lab’s fruitful results, Professor Purpura was awarded an additional \$300,000 in 2020 to continue the SBLA projects. This generous funding has allowed the lab to not only continue its



Dr. Williams announces the winners of the 2021 APPLE Award.

development and revision efforts with the existing English, Korean, and Persian projects, but also add an Italian and Arabic project as of 2021. Launched in May 2021 with the University for Foreigners of Siena, the Italian SBLA project is the lab's first international collaboration, whose project lead, Dr. Sabrina Machetti, was a visiting scholar at Teachers College in 2018. Meanwhile, the Arabic project—another international collaboration with the American University in Cairo—is expected to launch in June 2021.

Currently, Professor Purpura and Dr. Banerjee are organizing a symposium on scenario-based assessment for this year's virtual Language Testing Research Colloquium, which will feature research assistant Jorge Beltran, faculty member Dr. Vafae, former lab member Brady Robinson, and doctoral student Yuna Seong. The symposium will feature a theoretical overview of the affordances of SBLA and empirical studies that showcase how SBLA has been applied in various L2 contexts.

Interested in learning more about scenario-based assessment?

Visit the SBLA Lab's new website!

<https://sites.google.com/tc.columbia.edu/tc-sbla-lab>

Student Awards!

Congratulations to the following members of the AL/TESOL community!

Eddie Getman

2021 Language Testing Research Colloquium Lado Award, best student paper

Peter Kim

*2021-22 Teachers College Dissertation Research Fellowship
Partial validation of the Energy Conservation Theory of L2A*

Adrienne Wai Man Lew

*2021-22 Teachers College Research Dissertation Fellowship
"Input Robustness: An In-depth Study of ESL/EFL Textbooks"*

LANSI: A Year in Review

Carol Lo

It may seem that academic life came to a screeching halt after the COVID-19 pandemic hit. As in-person gatherings remained restricted this past year, LANSI's signature moments—the eloquent voices of presenters (coupled with the sweet aroma of coffee) in Grace Dodge 179, the bustle of the conference reception in Grace Dodge 177, warm hugs and stimulating conversations with colleagues—have all been sorely missed. However, the challenging circumstances brought by the pandemic also presented opportunities for LANSI to innovate and experiment with new ways to bring the field together.

2020 saw the launch of the LANSI Virtual Lecture Series, which featured eight guest speakers covering a kaleidoscopic array of topics on language and social interaction. This unprecedented series enabled scholars and students to experience LANSI's spirit of diversity and dialogue across great distances and multiple time zones to learn from some of the most pioneering academics in the field. The inaugural talk, delivered in December 2020 by Scott Kiesling from the University of Pittsburgh, focused on analyzing the notion of sociolinguistic stance with a new three-prong model: evaluation, alignment, and investment. Using the catchphrase *just saying*, Kiesling eloquently demonstrated how *investment* in the model can be used in analysis.



Scott Kiesling



Leelo Keevallik

The second talk, held in January 2021, featured Leelo Keevallik, a leading authority on multimodality from Linköping University in Sweden. Keevallik discussed how syntax and multimodality intersect in instructional settings where bodily skills are taught, using data from dance and Pilates classes to show how syntax and embodied demonstrations are seamlessly incorporated when bodily experiences are central to instruction.

In her thought-provoking February talk *Language as Symbolic Power*, Claire Kramersch of the University of California, Berkeley argued that language educators should develop student awareness of the symbolic aspects of language, stressing the concept as an essential part of language competence. To illustrate the symbolic power of language, Kramersch discussed La Fontaine's fable of the crow and



Claire Kramersch

the fox in detail, showing how the notion of symbolic power can be applied in teaching.



David Silverman

In March, David Silverman from Goldsmiths, University of London, offered both seasoned and early-career researchers a timely refresher on the strengths of qualitative research. As someone extensively published in qualitative research, ethnography, and conversation analysis, Silverman emphasized how qualitative and quantitative research can complement each other. Also in March, Richard Ogden from the University of York facilitated an

interactive and illuminating workshop on clicks. By guiding participants through the phonetic, sequential, and embodied properties of clicks in English conversation, Ogden elucidated how clicks are often employed as a way of “articulating the unsaid.”



Richard Ogden



Neil Mercer

Neil Mercer from the University of Cambridge, co-author of some of the most cited articles and chapters on classroom interaction, shared some of his latest findings on the power of classroom talk in April. Citing the Cambridge Classroom Dialogue research project, Mercer showed that developing children’s oracy skills—that is, helping them learn how to talk—has a positive impact on learning outcome.

The last two talks explored racism, an indispensable topic that continues to reverberate across the United States. Anne Rawls from Bentley University discussed what she termed “tacit racism” in a powerful talk, describing how unintended and seemingly expected acts of racism are embedded in Americans’ everyday life. Rawls concluded her talk by highlighting the importance for people to become aware of racism in their daily actions. Meanwhile, Adam Hodges showed how racism is often individualized in public discourse. His lucid account of the media’s positioning of racists as social outcasts shed light on why and how the systemic and institutional dimensions of racism are continually undermined.



Anne Rawls



Adam Hodges

In addition to the success of the above eight talks, LANSI’s monthly data sessions also saw tremendous growth in attendance

thanks to remote virtual hosting. As in previous years, data sessions serve as an analytic training ground for graduate students and established scholars to work side by side, sharing insights on data from contexts as wide-ranging as townhall meetings to online writing tutorials. Despite the hurdles cast by the pandemic, LANSI's 2020-2021 array of events became, if anything, a benchmark in rising to the occasion.

As vaccines enjoy widespread availability in the US and social restrictions continue to ease, reassuring signs suggest that we can soon re-experience our colleagues' company in person. The 10th LANSI conference, repeatedly postponed, has been tentatively rescheduled for Spring 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) in addition to two workshops on an advanced topic in Conversation Analysis led by Galina Bolden and Alexa Hepburn (Rutgers University).

Did you miss any of this year's fascinating LANSI lectures? Fear not! Recordings of each talk can be found at www.tc.edu/lansi

For more information on the exciting conferences and monthly data sessions sponsored by LANSI, please visit www.tc.edu/lansi and join the LANSI listserv!

Follow LANSI on Twitter and Facebook [@lansi_tc!](https://www.facebook.com/lansi_tc)

Spotlight:

Professor Randi Reppen



In her February 2021 APPLE Lecture, Professor Randi Reppen from Northern Arizona University gave a detailed introduction to the use of corpora in language teaching.

Alumni Updates

Hazelin Hei Laam Ngan

M.A. Applied Linguistics, Class of 2014

While studying at TC between 2012-2014, I worked full-time at a midtown Manhattan hospital as a medical interpreter. My fruitful time at TC not only opened my eyes to the fascinating world of applied linguistics and language teaching, but honed my time management skills as I learned to juggle career, school, and family.

Upon graduation, although tempted to go into teaching English/Chinese as a second language, I felt convicted to stay within the healthcare realm to best assist people in need given my linguistic background and training. For the following three years, I worked full-time at a 150-bed hospital as a patient advocate who also provided medical interpreting services to the lower Manhattan community. During that time, I interacted with thousands of patients and came away with a deeper understanding of the physical and emotional turmoil that people undergo as their health deteriorates. The desire to better serve them led me to pursue a second Master's degree in Healthcare Administration remotely from Ohio University. Having been through my TC days, I felt more confident managing my studies while working full-time and raising a toddler. Despite the COVID pandemic and ensuing chaos in the 2020 healthcare environment, I successfully completed my degree last summer.

I have since moved on to an 850-bed, top-ranking academic teaching hospital in midtown Manhattan. Having received a promotion last year to the Senior Coordinator position at the Patient Services Administration department, my scope has expanded beyond advocating for patient rights and providing emotional support. I have since made it my mission to educate non-English speakers about their rights to language access and other helpful resources as they navigate the oft-confusing U.S. healthcare system.

Looking back, TC was instrumental in inciting my ongoing passion and curiosity in learning and helping others, which built the foundation of my current career. I may not yet know what I will be doing in a decade or two career-wise, but I trust that what I learned from the amazing TC faculty and community will stay with me no matter where I go.

On a personal note, my family and I are eagerly anticipating the arrival of my second child in the upcoming weeks.

To my dear TC community, I wish you all a fun-filled and healthy summer ahead!





Yu-Han Lin

Ed.D. Applied Linguistics, Class of 2016

After graduating from the Ed.D. Program at TC in 2016, I joined the doctoral program in Second Language Studies at the University of Hawai'i-Mānoa to follow my interest in second language use. My dissertation focuses on multimodal interaction between international caregivers and care recipients in a Taiwanese nursing home. I am specifically interested in the functions of one person's touch of another with or without talk in this institutional setting. I conducted my fieldwork in Taiwan from 2018 to 2019,

defended my proposal in spring 2020, and am preparing for the second stage of my dissertation defense in the fall of 2021. Looking back at my time at TC, I truly appreciate all the solid and rigorous academic training I received. I sincerely look forward to sharing my dissertation findings with other researchers and the eldercare community in the near future.

In addition to my academic path, I am excited to share some family news: My son, Max, who arrived in this world in mid-April, says hi & ni-hao! We talk to him bilingually in English and Mandarin Chinese at home to make sure he has equal input from his parents of different first languages. Since we are in Taiwan, we are training him in speaking my other mother tongue, Taiwanese Southern Min (Taiwanese). Since this is the language I spoke with my late grandmother, immersing Max in various activities in the Taiwanese community will not only benefit everyone in learning this language but also make me feel closer to my granny. We hope to take him back to TC for a family trip sometime in the future!

Jill H. Laing

M.A. Applied Linguistics, Class of 2009

As a director of student success at California State University San Marcos, College of Business Administration, I help students figure out what they will do with their degree upon graduation. Through mentor programs, student leadership training, and business professional development programs, our students gain a better understanding of the opportunities available in their fields of interest while also increasing their career confidence and employability skills along the way.



My first job after completing my bachelor's degree was with Teach For America, where I quickly realized that teaching young children was not a great fit for me. After completing my commitment, I returned to my alma mater, Florida State University, and worked at their career center for four years while volunteer-teaching ESL to migrant workers. Still loving education as a whole, I pursued a TESOL certificate while working and shifted into a full-time teaching role at the Center for Intensive English Studies at FSU helping international students prepare for an academic career in the U.S.

After getting married in 2007, my husband and I moved to New York City, where I had the pleasure of joining the Applied Linguistics program at TC. Upon graduating, I found myself on the train all hours, wandering from one university to another teaching ESL at adult academic language centers until accepting an opportunity to return to the Office of International Student Services at TC. In 2011, my husband accepted a job in Wilkes-Barre, Pennsylvania. Due to scarce demand for ESL instructors, I returned to my roots in career services as a coordinator of the new career center at Penn State Wilkes-Barre. In this role, I was charged with building their first career services program from the ground up, serving many first-generation students and military families.

In 2014, I accepted a position at the University of California San Diego's Career Center as an associate director of career and professional services, which led me to my current role. I believe my passion for helping students stems from being first in my family to attend college as well as understanding how difficult it is for many students to decide on a career choice. The Applied Linguistics program at TC challenged me to think critically and dream beyond my potential. In addition to my current role as a director of student success, I am publishing my first paranormal romance novel this August 2021 with New Degree Press. I began writing fiction in 2009 immediately after graduating from TC, and in 2018 finally made the commitment to get myself out there as an author. I have found over the years that there are endless possibilities, but making sure that I enjoy what I am doing makes a huge difference in my overall life satisfaction. Best wishes to all continuing and graduating students!



Jeff Prickett

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

Greetings from the Bay Area! I hope all of you are well in these unique times. In terms of an update, after graduating in 2005, I immediately left New York and my job with the U.S. Department of Education to return to Peace Corps as Director of Management & Operations - a role I served in from 2005-2013 in Chad and South Africa. After "timing out" at Peace Corps, my family and I moved to the Bay Area in 2013, where I began working as Director of Global Operations at Stanford Seed, an institute within the Graduate School of Business that "partners with entrepreneurs in emerging markets to build thriving enterprises that transform lives." Since graduating from TC, as I'm sure is the case with many of you, my family has also grown. We had son number five in 2007 in South Africa, and now he is the only one remaining at home! One of our

sons is serving in the Army, one is at university, and two others are pursuing their careers. I am also now a grandfather if you can believe! All is well, and I am trying as always to practice gratitude! Cheers!

Matt McGinniss

M.A. Applied Linguistics, Class of 2013

Since graduating, I've taught a variety of ESL/EFL subjects—reading, pronunciation, public speaking, academic writing, conversational/intensive/business/aviation English, and digital storytelling—in a few different places—China, Ecuador, India, Malaysia, and Los Angeles—to students from elementary to university level. I've also participated in curriculum development, item writing, and mentoring, and am currently preparing to launch my own TOEFL prep business. Aside from traveling the world, I've also been playing volleyball, crushing it at Mario Kart, and visiting national parks. Swipe left if you don't like the Dodgers!



See you in 2022!