



# TESOL/AL TIMES

## APPLE Lecture Series Welcomes Professor Leo Van Lier and Action-Based Learning

### Special points of interest:

- Where are they now? Interviews with four TESOL/AL Alumni.
- Where are they going? Recent Graduate share their fond memories of Teachers College and their future plans.
- Reflections on the TCSOL program.
- TESOL/AL students host the NYS winter conference.



**Professor Leo van Lier presenting at the 2012 APPLE Lecture Series .**

On February 10, 2012, the TESOL and Applied Linguistics programs hosted its annual Applied Linguistics & Language Education (APPLE) Guest Lecture series. The series, supported in part by Language Innovations, Inc., has long been a staple of the proud academic culture of Teachers College, serving to bring innovative research to the campus as well as foster lively debates and discussions within the fields of TESOL and Applied

Linguistics. This year's esteemed speaker was Professor Leo van Lier, Professor of Educational Linguistics in the Graduate School of Translation, Interpretation, and Language Education at the Monterey Institute of International Studies.

Before presenting, Professor van Lier kindly sat down with the *TESOL/AL Web Journal* for an interview which touched on sociocultural theory, action-based research, technology-assisted language learning and much more. If you have not had the chance to see this interview you can access it from the *TESOL/AL Web Journal* at <http://journals.tc-library.org/index.php/tesol/article/view/813>.

Professor van Lier then gave an afternoon colloquium, which was open only to TESOL/AL students and faculty, entitled "Perception, Agency, and Identity in the Age of Languageing." He provided the audience with a general outline of his views on language learning from an ecological perspective and how this perspective can enrich functional and situated theories of languages.

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## LANSI: A Year in Review

By Catherine Box

The 2011-2012 year was another exciting one for the budding Language and Social Interaction Working Group (LANSI), founded in 2010 by Professor Hansun Zhang Waring. Once a month, scholars and students from the New York area and beyond gather to share and analyze naturally-occurring video or audio data. These "Saturday sessions" are attended by an eclectic mix of anthropologists, applied linguists, and communication specialists. While many of the participants are trained or training in conversation analysis, the sessions also include interactional

sociolinguists and critical discourse analysts. Thus, everyone leaves with a deeper sense of what it means to analyze data, and we graduate students in TESOL/AL have the opportunity to work side by side with some of the area's finest scholars. It's no wonder, then, that word is spreading, and LANSI is growing by the month!

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# Special Mention

**Congratulations to the award winners below.**

This year's APPLE Award was given to 4 outstanding master's students for their M.A. essays: **Chikako Takahashi** (TESOL General) for "Impact of Dictionary Use Skills Instruction on Second Language Writing", **Kate Burrill** (AL) for "How Useful Are Recasts? Factors Influencing their Success, and Problems in Testing", **Abigail Bruhlmann** (AL) for "Does the L1 have a role in the FL classroom?", and TC Tokyo student **Peter Hourdequin** (TESOL) for "Identity and Communities of Practice in Foreign Language Learning Contexts."

The Fanselow Award went to **Lindsay Richman** for her project entitled "The Environment and Social Entrepreneurship." The project integrated language skills development tasks with environmental and social justice issues focusing on microfinance.

Applied Linguistics alumnus, **Dr. Tomoko Takahashi**, was named winner of the 2012 Next Generation Indie Book Award in the Autobiography category for her 2011 memoir *Samurai and Cotton: A Story of Two Life Journeys in Japan and America*. In addition to receiving this prestigious award, the book was also an award-winning finalist in the Autobiography/Memoir category of the 2012 International Book Awards.



## **Completed Dissertations**

Heesook Cheon (Ed.D, Applied Linguistics) "Linguistic Affordances of Korean-English Tandem Learning."



## **The TESOL and Applied Linguistics Programs welcome!**

Our new program administrative assistant, **Tamika Bota**, and her part-time assistant, **HoiYee (Carol) Lo**.

Our new program assistants, **Yoonah Seong** and **Fred Tsutegawa**.

Our two new faculty members, **Dr. Inez Heath** and **Dr. Arieh Sherris**.



# ALUMNI

## Amy D'Angelo

### TESOL Grad Tackles the Achievement Gap



As the founding principal of a Brooklyn charter middle school in Bushwick, I have been driven to apply my Teachers College background in TESOL to the public school context, fueled by my passion to tackle what I consider the social justice issue of our time: the achievement gap. Achievement First Bushwick Middle School opened in 2007 and serves grades 5-8. It has a growing ELL population entering 5<sup>th</sup> grade and the school's team has been working hard to build a custom program to meet the needs of the student population. Additionally, we have applied vocabulary acquisition strategies and fluency-building techniques school-wide. Among the school's successes: last year 100% of the 8<sup>th</sup> Grade scored

proficient or above on the NYS Math test – one step closer to the school's ultimate mission for 100% of scholars to graduate from competitive colleges in the future and become community leaders.

While a TESOL graduate student at Teachers College, I was invited by Professor Han to contribute to the 32<sup>nd</sup> Annual NYS TESOL Conference presentation, "Implementing a Dual Approach to Teaching L2 Reading: Assessing Learner Readiness" as well as to the 2009 publication "Balancing between extremes: Towards a dual approach to second language reading instruction" In Z-H. Han & N. Anderson (Eds.), *Second Language Reading Research and Instruction: Crossing the Boundaries*, University of Michigan Press.

After graduating from TC in 2002, I left my day-time job as an analyst at McKinsey & Company to teach full-time as part of the NYC Teaching Fellows Program at IS 162 in Bushwick, Brooklyn. During that time, I was awarded the Outstanding Achievement Award in Teaching by Pace University. As part of the New Leaders for New Schools Program, I trained to become a school principal at PS 131 – Abigail Adams school in Jamaica, Queens, with a sizable ELL population of about 1/3 of the student body. Applying my accumulated learning to the context of a new charter school in Bushwick, an underserved neighborhood with a growing ELL need, I then founded the first charter middle school in Bushwick, Brooklyn. After 5 successful years as principal, I will now become a Regional Superintendent in Brooklyn as of July 2012 – continuing to work hard to create college-bound options for all children.





# ALUMNI

## EunSung Kim

I am currently teaching Aviation English for the air traffic controllers of Korea at the Ministry of Land, Transport, and Maritime Affairs. I joined the Ministry soon after I graduated from TC in 2010, and have been working here ever since. I assist Korean air traffic controllers in gaining English proficiency in aviation contexts, with a focus on speaking and listening skills. Although I feel a bit isolated from the rest of the world, having to always work within the airfields away from urban areas, I feel good that I am contributing to the air safety of Korea.

Since Korean controllers primarily use English for air traffic control (a.k.a. Standard Phraseology), I did not expect them to avoid communicating when it requires more general English skills. Additionally, it is sometimes difficult to make the students (the controllers) talk in class, so I try to bring in topics that are very relevant to their everyday work. I mostly focus on audio analysis of real radio communications between



controllers and pilots, along with phonology workshops to improve the efficiency of oral (radio) communications while controlling. Although I still need to learn more about the technicalities of air traffic control, my lack of knowledge sometimes works to my advantage in classes. Whether they want to or not, the controllers must use general English to describe the situations to me since I have no knowledge of aviation. They are eager to teach me the technical aspects of air traffic control, so the class usually ends up being a mutual exchange of knowledge. I would not be able to have these exchanges had I not taken courses at TC, such as Phonetics & Phonology with Dr. Williams and Conversation Analysis with Dr. Waring!

I am still very interested in conversation analysis and pragmatics of interaction. I hope to start analyzing how Korean controllers interact on the radio during certain (preferably abnormal) aviation situations in the near future.

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## Recent Graduates

### Lydia Tseng

M.A. TESOL PreK-12 track

#### Plans

I will be teaching ESL at an international high school here in New York City. I will be a teacher to over 100 English language learners who have recently immigrated to the US.

#### Memories

Anything involving Russell Courtyard. It all started here with a Howard Williams barbecue and things only got better from there. With my fellow classmates and friends, I would end up making memories in Russell Courtyard involving linguistics debates over bags of wine on summer nights, an Easter egg hunt involving people from various programs and cultures, and between-classes vent sessions intertwined with a quick game of Taboo.



# ALUMNI

## Recent Graduates

### **Sang Moon Park**

#### **M.A. Applied Linguistics**

##### **Plans**

I will be staying in New York and will be teaching ESL and TOEFL at a local institute.

##### **Memories**

Coffee and bagels in the TC cafeteria.

The AL/TESOL end of the year party and the countless plates that I emptied enjoying Dr. Williams's food.

Eye-opening discussions in Sociolinguistics.

The feeling of being an expert in SPSS while working on the assessment paper.

Conversation Analysis giving me the habit of focusing on everything, including silence, gaze, posture, etc., while having a conversation.

Aha! moments from phonetics class.

Being an artist by drawing trees in Advanced Syntax. I was asked, "Why are you drawing a web everyday?"

Precious friends/professors/people that I met at TC.



### **Ryan Derentz**

#### **M.A. TESOL General track**

##### **Plans**

I will be working as an Assessment Coordinator for Oxford University Press.

##### **Memories**

TC's strongest attribute is the student body, and my fondest memories generally circle around working long hours in study groups with my amazing peers. Regardless of the course, my classmates were always willing to work together. Other great memories include: Dr. Grabowski's assessment course, which had a direct impact on my desire to continue learning and working with assessment; being influenced by Dr. Lindhardsen's Pedagogical English Grammar class, which opened up a whole new perspective on grammar and how to use it in the classroom; working with and learning from Dr. Hruska, the most pedagogically gifted teacher at TC; learning basic Farsi with my Persian classmate; experiencing all of the food in New York, from the cart guy in front of TC, to Dr. Williams's BBQs, to Chikako's potlucks.



# ALUMNI

## Recent Graduates

### Julia Soare

M.A. TESOL PreK-12 track

#### Plans

I will be teaching English language learners in a public secondary school in NYC

#### Memories

TESOL potlucks;

Printing out assignments at 4:50 in the Horace Mann computer lab with at least half of the Grammar/Methods/  
Assessment/Student Teaching class.

Spending countless hours in the library working and "working."

Taking a deep breath before class with Prof. Hruska; sharing a big laugh with Prof. Wine; engaging in interesting conversations with Prof. Williams.

Carefully scheduling every minute of every day so I could attend all the amazing conferences and lectures at TC.

Best of all, the amazing COHORT!



### Sarah Woodson

M.A. Applied Linguistics

#### Plans

I am working with Dr. Purpura on several exciting research projects (in what I would like to call a PostMast), one of which involves video-taping CEP classes to generate data on assessment in the classroom. While I am still slowly transitioning away from TC and the program, my long-term plans include applying for a position at the Secretariat of the United Nations.

#### Memories

My year as a program assistant in the basement oasis that is the CEP will remain one of my favorite TC memories. My co-workers, the resources, and the students of the CEP made this an academically interesting and fun workplace during my last year in the Applied Linguistics program.



01			((ring))
02			(5.0)
03	Shelley:	→	district attorney's office.
04	Debbie:	→	Shelley,;
05	Shelley:		Debbie,=
06	Debbie:	→	↑what is the dea:l.
07	Shelley:		what do you ↑mean.

# TESOL and AL Students Host NYS TESOL Winter Conference

By Abigail Bruhlmann



ALWC 2012 committee members relax at the wine and cheese reception after months of hard work (l-r): Sara Woodson (publisher liaison), Lindsay Wells (conference co-chair, AL SIG co-chair, paper selection committee), Kristina Goodman (paper selection committee, food coordinator), Lydia Tseng (volunteer coordinator), Andrew Miller (conference co-char, AL SIG co-chair, paper selection committee), Chikako Takahashi (publicity manager, web manager), Jeanie Faulkner (NYSTESOL Treasurer and Business Manager), Abigail Bruhlmann (registration coordinator). Absent from photo: Kira Smirnov (program book designer).

With the dual hopes of bridging the gap between theory and practice and of reflecting on the increasingly large role that English plays on the international stage, the theme selected for the 33rd Annual NYS TESOL Applied Linguistics Winter Conference was *Connections: TESOL and Applied Linguistics in a Global Context*. The conference was held at Teachers College on Saturday, February 11, 2012, one of the only days this winter that saw a few snow flurries. Guided by NYSTESOL Treasurer/Business Manager and ALWC expert Jeanie Faulkner and conference co-chairs Lindsay Wells and Andrew Miller, the 2012 ALWC committee members and volunteers welcomed a diverse array of attendees to Teachers College, including teachers, students, speakers, poster presenters, and publishers. Attendance at this year's conference was a record high, and the hallways of Grace Dodge Hall were abuzz with conference attendees making new connections, greeting familiar faces, discussing the presentations, and simply trying to locate the nearest restroom. The presentations



were capped off with the plenary address, which was given by Dr. Cate Crosby of West Chester University in West Chester, Pennsylvania. Her address was held in the serene Milbank Chapel and was entitled: "Challenges & Opportunities of Teaching English in and Connecting to a Global Context." After the plenary address, the wine and cheese reception provided conference attendees, presenters, organizers and volunteers a chance to relax, unwind, and reflect on the day. The ALWC 2012 committee would like to thank all those who made the day a success, including: the chair and faculty of the TESOL/ Applied Linguistics program at Teachers College; the Teachers College offices of Room Assignments, CulinArt, Safety and Security, Facilities, Duplicating Services, and Media Services; NYS TESOL President Rebekah Johnson; our fantastic team of volunteers; and our indefatigable "conference mama" Jeanie Faulkner!

*Abigail Bruhlmann is a recent graduate of the Applied Linguistics program.*



# Reflections on my TCSOL Experience

By Andrew Ring



The Teaching Chinese to Speakers of Other Languages (TCSOL) program graduation.

For someone coming to Teachers College primarily interested in Chinese language pedagogy and acquisition, I found the TCSOL Program offered the perfect blend of theory and practice. By far the most valuable thing I got out of the program was an intense exposure to Chinese pedagogy, Chinese linguistics, and SLA Theory, with many hands-on opportunities to apply new insights into those areas to curriculum development and classroom teaching. The program's approach immediately brought into focus the range of problems specific to Chinese language classrooms. Perhaps because everybody knew we would be in this program week in and week out for a year, there was a palpable level of commitment that allowed us to treat each other both like colleagues in the classroom and family outside the classroom. During class, we could put each other on the spot, ask tough questions of each other, test out hypotheses, get feedback, and at the end of the day have a good laugh.

Alice, our Program Secretary and caretaker, was rounding up helpers before the end of fall semester to organize for Chinese New Year. This turned out to be a wonderful experience for everybody involved. While decorating Everett Lounge, we got creative with a bunch of red paper and cardboard to make 福 (fu2 Happiness/Wealth) signs, extra large decorative firecrackers, and Chinese couplet scrolls with magnificent 汉字 (han4 zi4 characters) printed across or down them. For those who attended Open House, I think they will all

agree that while the cultural table displays, conversation, and charades were a lot of fun, the music during the talent show was really over the top! Alice, Adrienne, Sissy, Ariel, Dr. Liu, Cynthia, and Xavier cheered and warmed hearts that night with amazing musical performances. Definitely most unforgettable, though, was when the entire crowd joined in together to sing along to the well-known Chinese folk ballad, “月亮代表我的心 (yue4 liang4 dai4 biao3 wo3 de xin1 The moon represents my heart.)”, as Cynthia played a lilting rendition of it for us on the piano. It was a moment that touched people's hearts and made for a perfect conclusion to a most enjoyable evening together with friends.

Having had such pleasant memories color the range of my experiences in the TCSOL program, I feel very fortunate, there is hardly a moment that goes by that I am not grateful for my TCSOL experience. Dr. Han's final comments and congratulations on a job well done was music to our ears again! Moreover, now that our initial mission has been completed, we hope that we can carry that mission out one step further by creating those same opportunities for meaningful interaction and teachable moments in the Chinese CLP classrooms and beyond!

*Andrew Ring is currently a student in the Applied Linguistics program and a recent graduate of the TCSOL program.*

# LANSI

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Professor Anita Pomerantz, gives the plenary address at the first annual LANSI conference in Grace Dodge Hall.

In March, LANSI welcomed Professor Ignasi Clemente, an anthropologist from Hunter College of the City University of New York to speak to students in Professor Waring's Introduction to Discourse Analysis class, as well as to other master's and doctoral students in TESOL/AL. He presented his work utilizing conversation analysis in exploring communication in medical settings with pediatric cancer patients, their families, and the attending physicians. Through Professor Clemente's talk, students were able to see discourse analysis in action. After the presentation, we were able to engage in fruitful discussions on the steps involved in gaining access to research sites, collecting and analyzing naturally-occurring data, and perhaps most importantly, maintaining sensitivity and building human relationships while embarking on the research process.

In addition to its Saturday sessions and invited talks, LANSI holds an annual conference, which took place for the first time this past fall. Chaired by Professor Waring and TESOL/AL doctoral students Sarah Creider and Drew Fagan, the conference drew attendees and presenters from all over the world, delving into diverse topics related to language and social interaction, including classroom discourse, cross-cultural pragmatics, discursive identity construction amongst minoritized groups, and military talk.

Renowned researchers, Professor Anita Pomerantz from the University at Albany, SUNY and Professor Joan Kelly Hall from the Pennsylvania State University, delivered the plenary sessions. In between talks, students, professors, and researchers had the opportunity to expand on discussions from the presentations, and simply get to know one another. Due to the hard work of the conference organizers and the enthusiastic participation from all of the attendees, the first LANSI conference was a great success, and locates Teachers College as an important site for research in areas of social interaction.

Although the 2011-2012 school year has come to a close, LANSI is going strong. We continue to meet monthly over the summer for Saturday sessions, which will continue for the 2012-2013 school year. Please visit the website [www.tc.edu/lansi/](http://www.tc.edu/lansi/) for dates and locations, and for instructions on signing up or the LANSI listserv. Also, as this article goes to press, the conference organizers of the second meeting of LANSI are busy at work preparing for the next meeting! It will take place on September 28-29, 2012, in Grace Dodge Hall 179. Registration is now open.

See you at LANSI!

*Catherine Box is an Ed.D. student in the Applied Linguistics program.*

# Interlanguage 40 Years

TCCRISLS Prepares to Celebrate a Truly Home-grown Concept

By Andrew Ring

The very best minds who have been so instrumental over the past 40 years in illuminating our understanding of the inner nature of the so-called “black box” of SLA, will all converge on Teachers College’s very own Cowin Center for what promises to be over 16 hours of intellectually riveting presentations of cutting-edge empirical studies, theoretically mind-blowing position papers followed up with highly engaging question-answer sessions with the audience. In other words, this upcoming IL40Y Teachers College, Columbia University Roundtable in Second Language Studies (TCCRISLS) Symposium is shaping up to be a once-in-a-life-time chance to see just how the giants of SLA who have shaped and will continue to shape the field for years to come actually go about charting and measuring the process of form-meaning mapping in the minds of second and foreign language learners.

Chaired by Timothy Hall and Farah Akbar, and co-chaired by Alice Chen, Eun Young Kang, Adrienne Lew, Hiromi Noguchi, Ji Yung Jung, and Mi Sun Park, their unwavering commitment to the project is itself a testament to Dr. Han’s visionary leadership, which deserves much of the credit for not only the inception of TCCRISLS three years ago, but also for summoning the collective will and spirit to help bring about this year’s celebration of 40 years of Interlanguage. Akbar aptly summed up the significance of IL40Y by saying, “This event is a tribute to the field of SLA as well as to the originator (Larry Selinker) of the concept itself. That researchers from different paradigms and perspectives are all willing to converge on TC for such an important moment in our field’s history to discuss this most influential concept, which deserves to be celebrated as a homegrown SLA concept, is truly a first.”

*“That researchers from different paradigms and perspectives are all willing to converge on TC for such an important moment in our field’s history to discuss this most influential concept... is truly a first.”*

The symposium includes the implementation of several exciting “green” measures for this year’s event in which you, the reader, can also take part. First, send your inquiries about this year’s upcoming Roundtable to the TCCRISLS email ([tccrisls@tc.columbia.edu](mailto:tccrisls@tc.columbia.edu)) and check out the TCCRISLS website (<http://www.tc.edu/tccrisls/>) for details on how to obtain the generous 12.5% on-line discount for tickets as well as other event-related information. Second, help get the word out to our international friends applying for U.S. travel visas that invitation letter requests are also processed through the same TCCRISLS email address. Third, to provide for free-flowing and highly interactive Roundtable discussions accessible to a large audience, the organizing committee will invite attendees to email their up-to-the-minute discussion questions to the TCCRISLS email during the talks. This will cut down on the potential for time wasted passing microphones around, but still allow questions to be addressed in the order they are received while also ensuring that the widest variety of questions are addressed. Finally, rest assured that materials will be shared with the attendees in an environmentally conscious way!



Child: Nobody don't like me.  
Adult: No, say “Nobody likes me.”  
Child: Nobody don't like me.  
(dialogue repeated eight times)  
Adult: Now, listen carefully. Say “Nobody likes me.”  
Child: Oh, nobody don't likes me.





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**Check us out at**  
[www.tc.edu/TesolAI/](http://www.tc.edu/TesolAI/)

**APPLE:** Continued from page 1

At first glance, one might have feared that he would have been too abstract in his presentation, yet he was able to clarify his theoretical framework with insightful, real classroom examples. While dense enough to keep seasoned linguists intrigued, he was still able to make a difficult topic relevant for a relative novice.

After the colloquium, Dr. van Lier moved on to the Cowin Center to give the evening lecture, "Action-Based Teaching and Learning: An Ecological Perspective." The lecture, open to the general public, continued with the daily theme of ecological approaches. After guiding us through a history of teaching and language learning, from the romantics, to John Dewey, to the modern age, Professor van Lier began to further expand his ideas in action-based language teaching, or what he calls "green grammar", that is to say, sustainable grammar and language teaching. He urged teachers to take more of an exploratory teaching method, one that fosters discovery and relies on improvisation. He argued that the ability to act and explore should be at the center of learning. He cited a lesson where students are asked to connect a laptop to a projector. The focus was not on a specific rule, linguistic construction, or vocabulary item but rather the goal of connecting the laptop to the projector. It is not correctness-driven but success-driven and any means to achieve the task goal is valid; the student's ability to act is forefront. He contended that this manner of teaching fosters a much more creative environment, one that is more amenable to learning.

A wine and cheese reception was held afterward so that everyone had the chance to probe a little more deeply into the topics presented, as well as relax and converse with Professor van Lier and the other attendees. Once again the APPLE lecture series did not disappoint and we're sure that next year's will continue to build on its yearly success.

TESOL/Applied Linguistics

Teachers College:  
 Columbia University  
 525 West 120th Street  
 Zankel 31b  
 New York, NY 10027

Upcoming Events: Fall 2012

9/28 - 9/29

THE 2nd MEETING OF THE LANGUAGE AND SOCIAL INTERACTION WORKING GROUP (LANSI)

10/5 - 10/7

INTERLANGUAGE: 40 YEARS

THE 2<sup>nd</sup> MEETING OF THE LANGUAGE AND SOCIAL INTERACTION WORKING GROUP (LANSI)



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

New York City

September 28-29 (Fri & Sat), 2012

PLENARY SPEAKERS

Irene Koshik (University of Illinois at Urbana-Champaign)

Timothy Koschmann (Southern Illinois University)

**Interlanguage:  
 40 Years Later**

A special symposium  
 celebrating the 40th anniversary of  
 the Interlanguage Hypothesis

- Paper presentations by invited speakers
- Opportunities for extended interaction with invited speakers
- Concluding speech by Dr. Larry Selinker

Speakers include:  
 Kathleen Bardovi-Harlig (Indiana University at Bloomington)  
 Susan Gass (Michigan State University)  
 ZhaoHong Han (Teachers College, Columbia University)  
 Diane Larsen-Freeman (University of Michigan)  
 Silvia Montril (University of Illinois at Urbana-Champaign)  
 Terrence Odlin (Ohio State University)  
 Lourdes Ortega (University of Hawaii at Manoa)  
 Charlene Polio (Michigan State University)  
 Elaine Tarone (University of Minnesota)  
 Bill VanPatten (Michigan State University)

**October 5-7, 2012**  
 Teachers College,  
 Columbia University

The TESOL/AL Times is the yearly newsletter of the Teachers College TESOL and Applied Linguistics Programs.

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