



# TESOL/AL TIMES

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TESOL/AL TIMES

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## LANSI 2012-2013: A Year in Review

*Elizabeth Reddington*

It's been another productive year for LANSI, the Language and Social Interaction Working Group. With preparations for its annual fall conference already underway, now is a good time to take a look back at the events of the past year.

Founded by Professor Hansun Zhang Waring, LANSI aims to foster dialog among scholars and students who share an interest in the study of naturally-occurring interaction. To that end, in the 2012-2013 academic year, the group continued its tradition of hosting monthly data sessions. These Saturday sessions provide an opportunity for students to work side-by-side with experienced analysts. By collaborating in the examination of audio- or video-recorded data and detailed transcripts, participants have a chance to sharpen their analytical skills in an informal, collegial setting.

In addition to the data sessions, in April, LANSI welcomed guest speaker Professor Angela Reyes of Hunter College and The Graduate Center of The City University of New York. Professor Reyes, whose work focuses on theories of semiotics, discourse, stereotype, and racialization, presented findings from an ethnographic study examining the interactional effects of cries of "racist" by Asian American children in classroom talk. The presentation



*Professor Hansun Waring introducing Professor Irene Koshik, the plenary speaker of the 2nd LANSI conference.*

led to a thoughtful discussion of the use of the label "racist" and how issues of race and racism are made relevant, or avoided, in various interactional contexts.

In September, LANSI hosted its second annual conference, co-chaired by Professor Waring, doctoral student Catherine Box, and TESOL/AL alumna Professor Christine Jacknick of the Borough of Manhattan Community College. The meeting brought together presenters and attendees from across the U.S. and abroad working in the traditions of conversation analysis, critical discourse analysis, sociolinguistics, and linguistic anthropology. Participants presented their work on a wide range of topics, including how jurors take issue with each other's contributions during deliberations, the

social functions of discussing mate preferences in speed-dating interactions, and the discursive practices of “guilting” in family talk. Plenary lectures were delivered by scholars noted for applying conversation analysis in the study of instructional contexts: Professor Irene Koshik of the University of Illinois at Urbana-Champaign and Professor Timothy Koschmann of Southern Illinois University.

LANSI’s third annual conference, co-chaired by Professor Waring and doctoral students Sarah Creider and Elizabeth Reddington, will take place at TC on October 18-19, 2013. LANSI is look-

ing forward to welcoming plenary speakers Sandra Thompson of the University of California, Santa Barbara, Gabriele Kasper of the University of Hawaii, and Douglas Macbeth of Ohio State University. Conference registration will be open by the end of July. For more information on LANSI, including dates for the summer data sessions, visit [www.tc.edu/lansi](http://www.tc.edu/lansi). There, you can also find instructions for joining the listserv, which will enable you to keep up with all LANSI events.

*Elizabeth Reddington is an Ed.D. student in Applied Linguistics.*



*Left to right: Katrina Pierre, volunteer; Christine Jacknick and Catherine Box, co-chairs; Jesse Wells, volunteer.*

## A Farewell Message from TC Tokyo



*TC Japan students, alumni, and faculty celebrating after graduation ceremonies in October 2012*

*Bill Snyder*

**O**n the evening of July 27<sup>th</sup>, students and alumni of TC Japan will be gathering at Cafe Amarpini in Tokyo.

And as usual when the TC Japan crowd gathers, there will be lots of smiles, laughter, conversation, and camaraderie.

The primary purpose of this event is to mark TC Day, celebrating Teachers College’s 125<sup>th</sup> anniversary. There will, of course, be a birthday cake, as well as a talk by Dr. Kumiko Torikai, well-known writer and commentator on language education in Japan, a TC Japan graduate and now Professor and

founding Dean of the Graduate School of Intercultural Communication at Rikkyo University, as well as Visiting Professor at the National Institute of Japanese Language and Linguistics. And with thanks to the Alumni Relations Office in New York, there will be a raffle of TC souvenirs provided for the occasion.

The celebration of TC Day will be a little bitter-sweet, though. Just over two weeks later, on August 15<sup>th</sup>, the TC Japan office will close for the last time, after 25 years of providing a quality practical graduate education to teachers working in Japan. The decision to close the TC Japan program was made two years ago, in the face of extended years of financial losses. The program has continued to operate to date so that students who had begun the program would be able to complete their coursework.

A second purpose of the day, though, is to announce the results of the referendum on approving a new constitution for the Teachers College, Columbia University Alumni Association of Japan (TCCUAAJ) and the results of the election for officers of the newly constituted organization. The establishment of TCCUAAJ is the result of student and alumni efforts to maintain their community in the face of the closure of TC Japan. Within days of the announcement of the closure, Facebook (<https://www.facebook.com/groups/263362363689350/>) and Google groups had been set up to start the conversation about this. The



At the TCCUAAJ and JALT TED SIG sponsored Teacher Journeys Conference

new constitution is the result of great efforts put in by a number of TC alumni over the past year, especially Jennie Roloff-Rothman, who currently heads the group, and Joel Laurier, who did much of the drafting. It will formalize the new association and make it possible to consider getting official status in Japan in the future.

In short, despite the fact that the Teachers College MA TESOL Program here is closing, it has not been a time of despair. People are sad about the closing but have been more focused on the future, on strengthening the community that has developed here over 25 years and finding ways for it to continue to contribute to its members' professional development, and to the improvement of the quality of English language teaching in Japan and elsewhere. It is important for students currently in NY who may be planning to work in Japan to know about the TCCUAAJ. If you are coming to Japan, please contact the leaders of the organization at <[tccu.tokyo@gmail.com](mailto:tccu.tokyo@gmail.com)>. The community here wants to stay connected to TC and to continue to grow into the future.

And now, a more personal note. It has been an enormous privilege for me to serve as Director of the MA TESOL Program here in Japan over the past 4.5 years. I am grateful for the amazing office staff I have had here, especially the two women who have served as Office Managers, Ms. Yumiko Tamura and Ms. Xin Yao. The adjunct instructors here in Japan have all contributed to the consistent high quality of the program. Thank you to Dr. Yasushi Sekiya, Dr. Noriko Ishihara, Dr. Deryn Verity, Chris Hale, Gregory Glasgow, Gordon Myskow, Stacey Vye –

your collegiality, professionalism, and support have been invaluable. And I must recall here the late Nanci Graves, who was Program Coordinator prior to my arrival in Japan, and who continued to teach for TC until her death in 2012. I also appreciate the continued support of Dr. John Fanselow and Dr. Terry Royce, who preceded me as Directors of the MA TESOL Program in Japan. And many people in New York, from the faculty (both TESOL/AL and non-TESOL/AL) who came to teach in the summers in Tokyo, to the NY TESOL/AL Program faculty members, staff, and students to other TC faculty and administrators have also been great supports. My thanks to them all.

But most of all, I am grateful for having met the hundreds of students and alumni who make up the vibrant community that I have tried to give you an impression of in the earlier part of this message. I have learned so much from all of them, about Japan, about teaching, about being an administrator, and most of all about myself. I really can't say 'thank you' enough for having had the opportunity to be part of this community and having it become part of my life. I hope that Teachers College will continue to cherish this group of people who were far away from the main campus in New York but who feel real connections to TC through their experience in the Program here in Tokyo.

I will be moving in the fall to a new position as Assistant Director of the MA TESOL Program at Kanda University of International Studies, a position that will keep me in Tokyo and in touch with this community, but I hope that people reading this in New York will feel free to stay in contact with me as well.

*Bill Snyder is the Director of TESOL Program in Tokyo.*

*“People are sad about the closing but have been more focused on the future, on strengthening the community that has developed here over 25 years and finding ways for it to continue to contribute to its members' professional development, and to the improvement of the quality of English language teaching in Japan and elsewhere.”*



# Interlanguage 40 Years Later: A Special Symposium in Applied Linguistics

“...interlanguage is a linguistic system in its own right, particular to each individual.”

**O**n October 5-7th, 2012, the Cowin Center at Teachers College was the site for a singular and special symposium entitled *Interlanguage: 40 Years Later*. The event was the second annual symposium in the Roundtable in Second Language Studies, organized by Dr. ZhaoHong Han's doctoral seminar.

Interlanguage is a fundamental concept in the study of second language acquisition that supposes that a language learner possesses a linguistic system that deserves scrutiny independent of first or target language consideration. In other words, the interlanguage is a linguistic system in its own right, particular to each individual. The term was first coined and parameters for enquiry were first set in a landmark paper published forty years ago entitled *Interlanguage* by Dr. Larry Selinker, who was in fact Dr. Han's mentor.

The symposium format entailed one-hour presentations by world-renowned researchers in the field of second language acquisition who shared their perspectives on the construct of Interlanguage and their idiosyncratic readings of Dr. Selinker's paper. Guest speakers included Dr. Kathleen Bardovi-Harlig of Indiana University at Bloomington, Dr. Susan Gass of Michigan State University, Dr. ZhaoHong Han of Teachers College, Columbia University, Dr. Diane Larsen-Freeman of the University of Michigan, Dr. Silvina Montrul of the University of Illinois at Urbana-Champaign, Dr. Terence Odlin of Ohio State University, Dr. Lourdes Ortega of Georgetown University, Dr. Charlene Polio of Michigan State University, Dr. Elaine Tarone of the Uni-

Timothy Hall

versity of Minnesota, and Dr. Bill VanPatten of Michigan State University.

The guest speakers were enthusiastic in presenting their distinct views on the 1972 paper, highlighting the roots our research field as well as critical points of divergence in understanding this seminal work. Dr. Selinker was present at the symposium for concluding remarks on Sunday, Oct. 7.

Over two hundred guests from institutions across the United States, Asia, and Europe came to Teachers College participated in this event. Following each presentation, guests were permitted extended opportunities to reconcile their ideas with those of the speakers. Such a format, addressing a single theme, allowed one to tease apart the minutiae of such an important concept in our field of study. Furthermore, from the very start of the three-day event, the atmosphere quickly de-

THE SECOND TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
ROUNDTABLE IN SECOND LANGUAGE STUDIES (TCCRISLS)

## Interlanguage: 40 Years Later

October 5-7, 2012

Cowin Center  
Teachers College,  
Columbia University

Symposium information,  
abstracts, and  
online registration  
available at:  
[www.tc.columbia.edu/tccrisls](http://www.tc.columbia.edu/tccrisls)

THE 2ND TCCRISLS  
*Interlanguage!*  
40 Years Later

325 West 120 Street  
315 Zankel Building  
New York, NY 10027

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:

<i>Kathleen Bardovi-Harlig</i>	(Indiana University at Bloomington)
<i>Susan Gass</i>	(Michigan State University)
<i>ZhaoHong Han</i>	(Teachers College, Columbia University)
<i>Diane Larsen-Freeman</i>	(University of Michigan)
<i>Silvina Montrul</i>	(University of Illinois at Urbana-Champaign)
<i>Terence Odlin</i>	(Ohio State University)
<i>Lourdes Ortega</i>	(Georgetown University)
<i>Charlene Polio</i>	(Michigan State University)
<i>Elaine Tarone</i>	(University of Minnesota)
<i>Bill VanPatten</i>	(Michigan State University)

<b>ADVANCE REGISTRATION</b> (by August 31st 11:59PM EST)	\$175
<b>REGULAR REGISTRATION</b> (by October 4th 11:59 PM EST)	\$195
<b>ON-SITE REGISTRATION</b>	\$225

To request disability-related accommodations, contact OASIS at:  
[ois@tc.columbia.edu](mailto:ois@tc.columbia.edu) (212) 678-3689, (212) 678-3883 TTY, (646) 755-3144 video phone.

veloped into a socially warm, mutually supportive, and intellectually engaging negotiation of ideas. It was exciting to be present during the engaging presentations, the extensive and thoughtful question and answer periods, and the informal discussions outside the lecture hall. From these moments, it was possible to glean what indeed is the cutting edge

of knowledge in the field of second language acquisition as it pertains to Interlanguage because it holds deep implications for pedagogy and learning in a pluralistic education system.

A more extensive presentation of event sponsors, organizers, and photos can be found at: [http://www.tc.columbia.edu/tccrisis/](http://www.tc.columbia.edu/tccrisis/index.asp?Id=Home&Info=Welcome)

[index.asp?Id=Home&Info=Welcome](http://www.tc.columbia.edu/tccrisis/index.asp?Id=Home&Info=Welcome)

*Timothy Hall is an Ed.D. student in Applied Linguistics.*

**“[Interlanguage] holds deep implications for pedagogy and learning in a pluralistic education system.**



*Speakers of the Symposium — world-renowned researchers in the field of second language acquisition*



*The organizing committee (from left to right): Ji Yung Jung, Farah Akbar, Alice Chen, Mi Sun Park, Tim Hall, Adrienne Lew and Hiromi Noguchi*



*Dr. Larry Selinker, who coined the fundamental concept “Interlanguage”*



*Dr. Zhaohong Han delivers a presentation at the symposium*

*“Assessment has also been rethought; individual unit tests have replaced a midterm so assessment is ongoing and learner progress can be monitored more closely than before.”*

## CEP/CLP Updates

Nancy Boblett

As many of you know, the CEP/CLP has undergone some dramatic cosmetic and structural changes in the past six months – all for the better. In January 2013 Roy Mateus was hired as the new Program Manager for both the TESOL Certificate Program and the CLP. We’re thrilled to have him, and our teachers are now experiencing what it’s like to have Roy in charge of administrative matters. In addition, we are happy to finally have a full-time Program Director, Christos Theodoropoulos, who will also run the TESOL Certificate Program. As we all read in Dr. Purpura’s email, Chris comes to us with years of administrative and teaching experience and we’re very fortunate to have him. Although he is concentrating on the TESOL Certificate Program this summer, he’ll soon be focusing on how the CEP/CLP can improve, and possibly expand. Now that Chris and Roy have joined us, new ideas will be floated and more changes are sure to come – all for the better.

I’ll also take this opportunity to introduce Lauren Wyner and Julie Kozikova, our two staff assistants. They come to us with CEP teaching experience, a willing attitude, and terrific enthusiasm. Lauren will finish her M.A. in TESOL in 2014 and Julie has recently started her Ed.M. studies in AL. Welcome, ladies.

Summer Session A saw the implementation of a major curriculum change: each textbook is now used in three courses/levels, not in two. This means that instead of I1 – I4 levels, we have I1 – I6 levels; instead of A1-A4 levels, we have A1-A6 levels. This will have a positive impact on both students and teachers; teachers will have more time to cover the material in each chapter and to recycle previously taught material, and students will have more time to process, practice, and “absorb.” Assessment has also been rethought; individual unit tests have replaced a midterm so assessment is ongoing and learner progress can be monitored more closely than before. Thanks, Dr. Purpura, for bringing about this change.

Finally, and just because I have the chance, I’d like to thank all of our CEP/CLP teachers for their hard work this year. It’s been an eventful year for the CEP/CLP and we’re looking forward to working closely with Chris and Roy to make even more changes – all for the better.

*Nancy Boblett is an Ed.D. student in Applied Linguistics.*

### Christos Theodoropoulos: A Profile

Christos holds an M.A. in TESOL from Penn, an Ed.M. in Applied Linguistics from TC, and he is currently a doctoral student in Applied Linguistics. Prior to his directorship at the CEP /CLP program, Christos was the Associate Director of Curriculum and Staff Development in the Department of English Language Programs at the University of Pennsylvania, where, among other duties, he was responsible for overseeing recruitment, hiring, supervising, and organizing the professional development of 18 language specialists and 40 adjunct lecturers across all the ELP programs at Penn. He was also responsible for directing all programs and curricular initiatives and overseeing projects across these programs. He has experience managing and teaching in the international teaching assistant programs, the ESL law program, the ESL nursing and dental programs, and other language for specific purposes programs at Penn, and he has taught general and academic ESL in the US and abroad. Finally, with considerable experience in online education, Christos led the project team at Penn in the development, implementation, and evaluation of a 7-week, online English for Science course and a semester-long, online course on Persuasive Writing in the Workplace for first year Wharton MBA students.





# A Note from Roundtable

Andrea Durkis

formative presentation about one of the latest educational tech trends entitled “Classroom Flipping in Language Teaching: A MOOC Point?” Six student presenters completed the afternoon’s program and all were invited to stay on and carry on their discussion at an informal cocktail reception that followed. Roundtable’s final 2012-13 event featured six presenters and several MA project presentations.

This spring a new leadership team was elected to take over the reins of the Roundtable in fall 2013. The former officers would like to extend a warm welcome to the incoming board composed of Haimei Sun, Sachiko Aoki, James Byun, and Tristan Thorne. We are eager to see what this dynamic and enthusiastic group can bring to Roundtable in the coming year, and we wish them the best in their endeavors. We would also like to extend our heartfelt thanks to our faculty advisor Dr. Howard Williams and a special thanks for the continued interest and support of Program Chair, Professor Zhaohong Han. Finally we would like to thank the program faculty and students, especially all those who presented, attended and supported our events throughout the year. Without such active and enthusiastic support Roundtable would simply not exist.

*Andrea Durkis was the chairperson of TESOL/AL Roundtable 2012-2013.*

**T**he 2012-13 academic year saw the continued success of the TESOL/AL Roundtable student organization. With the unfailing support of faculty advisor Dr. Howard Williams and the creative leadership of board officers Di Yu, Sussi Su, Carol Lo, Chloe Xie, and myself, three highly successful research forums and one informal get-together were held during the year. Reflecting on the past academic year, we are glad that the Roundtable has fulfilled two important purposes: to build a sense of community within our department, and to provide a much needed platform for students to share their work with peers and practice the craft of conference presenting. This year we also invited faculty members to be the guest speakers of our forums so as to facilitate more faculty-student interaction. We greatly appreciate all faculty and student support we received.

Our own Dr. Howard Williams filled every seat as he kicked off the first forum in the fall with an opening workshop on abstract writing. This immensely popular workshop was followed by a full program of six student presenters who treated the capacity audience to presentations covering a wide range of very diverse and thought-provoking research studies. Dr. Carolin Fuchs and students Yu Jung Han and Bruce Tung opened our first spring semester forum with an interesting and in-

*“We are glad that the Roundtable has fulfilled two important purposes: to build a sense of community within our department, and to provide a much needed platform for students to share their work with peers and practice the craft of conference presenting.”*



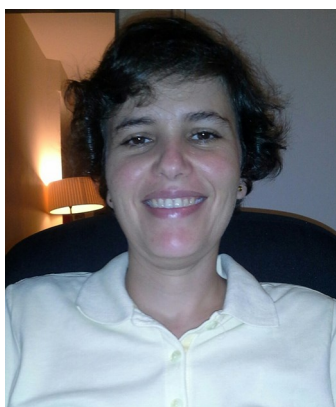
*A snapshot of a research forum*



*Tristan Thorn introducing Dalia Abuadas and Matt McGinnis, who is presenting their Conversation Analysis paper on language and sports*

## Alumni Updates

### Antonieta Cal y Mayor Turnbull (Ed.M in Applied Linguistics, 2007)



**U**pon my return to my home University (Universidad Autónoma de Chiapas/UNACH) in Tuxtla Gutiérrez, Chiapas; I continued my work as a full time lecturer at the Escuela de Lenguas Tuxtla in the B.Ed.

in English Language Teaching. I have been teaching English (levels III-VI), Discourse Analysis, Sociolinguistics, Introduction to Research, Classroom Practices, different Practica and Development of the English Language.

Since 2008 I am the Coordinator of the Cambridge Examinations at the Language School Tuxtla. Our language school serves as the main venue of the British Council for the application of Cambridge Examinations in the state of Chiapas. I am currently the Coordinator of the B.Ed. in English Language Teaching and as such I am part of the academic committee of the Language School.

I am a member of the academic body "Applied Linguistics: Second Language and Foreign Language" and I am actively involved in research. The three main projects in which I have participated are the following: 1) the impact of English in the Tourism Sector in Chiapas 2) the implementation of the National English Program in Basic Education in Chiapas and the training of English teachers for this program and 3) the identification and classification

of communication strategies of indigenous university students learning English.

In 2008 I was awarded a grant by Worldfund through the Inter-American Partnership (IAPE) for Education to participate in the Teachers' Collaborative Program at Dartmouth College. Since then, I have collaborated with Worldfund and IAPE to promote the participation of teachers of English from Chiapas and B.Ed. in English Language Teaching students from the UNACH in both the Intensive English Program and the Teachers' Collaborative Program. I have collaborated by giving presentations and talks about the program, by advising interested teachers throughout the application process, by evaluating possible grantees and by conducting a follow-up of the B.Ed. in English Language Teaching participants.

I am also an active collaborator of the Fulbright Program in Mexico. I have continued to participate in COMEXUS activities, I have helped our B.Ed. In English Language Teaching alumni to obtain Fulbright Scholarships to participate as Teacher Assistants or to pursue graduate studies in the U.S. by advising and helping them throughout the application process. I have also been named a tutor by COMEXUS for the Fulbright grantees who have come to our Language School as Teacher Assistants or within the Distinguished Award in Teaching Program.



## Christine Jacknick (Ed.D in Applied Linguistics, 2009)



Since graduating from TC, Christine Jacknick has been teaching ESL writing, reading, and sociolinguistics at Borough of Manhattan Community College (CUNY) as Assistant Professor of Developmental Skills. Teaching in one of the most linguistically and culturally diverse community colleges in the country is challenging but also incredibly rewarding. With other colleagues in her department (many of them TC grads as well!), she works to offer professional development opportunities to professors in other departments, helping to raise awareness of multilingual students' needs in the "content" areas.

Christine also teaches graduate level

teacher education courses at Teachers College, Hunter College, and the New School. Teaching ESL "on the ground" while also working with teachers-in-training has proven to be a great combination, and she has begun to shift her research focus beyond classroom discourse to include teacher interactional awareness.

Christine has been an active presenter at national and international conferences, and has published several articles and book chapters. She is currently editing a volume with Catherine Box and Dr. Hansun Waring drawing from the past LANSI conference, to be published early next year.

## Kawai Wong (MA in Applied Linguistics, 2011)



Kawai has been an Adjunct Lecturer at Baruch College and Parsons The New School for Design since graduation, specializing in Academic Writing and Speaking for L1.5'ers and international students. Kawai feels that the communicative practices taken at TC did prepare him to design lessons that are interactive and contextual, factors that are necessary to having students readily apply the necessary language skills during acquisition, thus empowering themselves to become more fluid and confident when using English.

Kawai does not yet have definite

plans for his professional self. He hopes, nonetheless, one day to be traveling extensively while supporting himself by teaching English in the destinations. He is confident that the techniques and the friendships that he learned and forged here at TC will be helpful.

For the current summer, Kawai is working at the Institutional English Programs at the Harvard Extension School. There, he uses SIOP methodologies as well as other communicative techniques to create a task-based, student-centered classroom for his intermediate advanced design students at the Harvard Graduate School of Design.

Business Name

## 2013 APPLE LECTURE WITH MARY MCGROARTY

*“The learning process...is inextricably and both simultaneously cognitive and affective all of the time,”*



Fred Tsutagawa

**T**he TESOL & Applied Linguistics Programs welcomed Professor Mary McGroarty of Northern Arizona University on Friday, April 19th for our annual APPLE (Applied Linguistics and Language Education) Lecture at Teachers College, Columbia University. A former president of the American Association for Applied Linguistics and editor-in-chief of the Annual Review of Applied Linguistics, and having also served on many editorial boards for peer-reviewed journals in the U.S., U.K., Canada and Europe, Dr. McGroarty was invited this year to share her expertise and views on language pedagogy and education, and how language policy and teaching has become more difficult to navigate in today's dynamic educational landscape. She took some time off from her regular professorial duties in the applied linguistics program in the English Department at NAU in Flagstaff, Arizona, to join us for a

very full day of APPLE events.

The afternoon colloquium session for faculty and students in the TESOL & Applied Linguistics programs was entitled, “Why don't we know what's good for us: Discontinuity between learning and liking in classroom research” and examined the unity of cognition and affect in second language learning and teaching. While noting that much of our field has been mostly shaped and influenced by a cognitive approach, Dr. McGroarty remarked that the reality is that “the learning process...is inextricably and both simultaneously cognitive and affective all of the time,” and suggested some new avenues for potential research to close this gap. Dr. McGroarty invited the audience to define effective teaching, and to consider the factors that make us persist in our learning despite of challenging and difficult times. She cited insights she gleaned from Philip W. Jackson's (1992) book, *Untaught Lessons*, and discussed how teaching experience shapes a teacher's teaching style, psyche and demeanor.

The final evening APPLE Lecture, entitled “The challenge of multiple agendas for language teaching and research,” explored issues of language, linguistic skills, culture, and cultural identity and their intersection with education and language policy, posing important questions about how they should inform each other in educational settings and in mainstream society. The talk was framed around a recent article Dr. McGroarty had read in the LA Times about the controversial sale of sacred Hopi artifacts at an auction house in Paris, France. Recognizing that many of the artifacts that were sold celebrate identity observances in the Hopi tradition such as naming ceremonies, she observed that both language learning and cultural fidelity and identity have a great deal to do with an individual's experience. As educators, we can get so focused on what happens only in classrooms that we often forget that our experiences in school have shaped who we are today. She also

raised questions about the extraordinarily complex and diverse connections between language and culture found today. Some communities have mixed language codes while others, like the Hopi, maintain indigenous languages with a strong oral tradition, but have incorporated literacy instruction. In short, the definition of what it means to be bilingual and biliterate becomes blurred, as the “relationships between what is done in school and what is lived outside the classroom can be very different depending on the community.” Thus, the different combinations of lan-

guage and culture pose one challenge to developing language education policies that are appropriate for every community.

These kinds of questions need to be asked by language educators and researchers to develop language and literacy, learning and instruction—and policies—that are the most responsive to learners, teachers, and other stakeholders. The full lecture is available online at: <http://www.youtube.com/watch?v=kiwBQYhFxHA>.

*Fred Tsutagawa is an Ed.D. student in Applied Linguistics.*



*Doctoral student Catherine Box and Victoria Parra-Moreno, a doctoral student from Curriculum and Teaching interviewing Dr. McGroarty.*

## Recent Graduate Updates

### Francis John Corva, III (MA TESOL K-12)

#### Plans:

I am currently working as an ESL instructor for proficiency-level adult ESL students at the Kaplan International Center in the Empire State Building. I will begin teaching at P.S. 206 Jose Celso Barbosa in the fall. I am incredibly excited to know that I will be giving back to the neighborhood in E. Harlem that my family immigrated to and lived in up until just a few decades ago.

#### Memories:

My fondest memory of TC is not a particular memory, but more of a general one about the experience. It was such a great privilege to have studied with so many people from around the world. It seemed that everyone had a story. Even if someone wasn't from another country, they had probably lived and taught in another country at some point. There was something very exciting and motivating about working with such bright people who had such a will to really live their dreams.

### Ginnia Higgins (MA TESOL K-12)

#### Plans:

Part-time ESL teacher and Full-time After-school Coordinator at Environmental Charter Middle School – Gardena Campus (grades 6-8) in Los Angeles, California.

#### Memories:

I always appreciated how the K-12 professors always allowed us to participate like our future students would be. That meant that we got to play games but also think and discuss critically. I really enjoyed meeting up with my friends/colleagues at the Student Government BeVeRaGeS events to decompress and talk about our student teaching placements. But I will never forget that at the TC Convocation Ceremony, a white, pristine, elegant but LOUD peacock appeared as we began filing in, screeching at the top of its lungs to congratulate us. That was certainly strange and special but also somehow fitting.



**Eunseok Ro (MA in Applied Linguistics)**Plans:

I was accepted to University of Hawai'i at Manoa for their PhD program in Second Language Studies. I am thinking of focusing in particular on second language reading and extensive reading-related research under Dr. Richard Day.

Memories:

Apart from theoretical, practical and research-based courses that enriched my knowledge and built a solid foundation in Applied Linguistics, I am grateful for having amazing colleagues and professors, from whom I learned in many ways. I remember and will never forget the team projects I did with my colleagues, from which I learned how to cooperate and create something that could not have possibly been accomplished by myself. I also am thankful for having the access to many great school libraries including the ones in Morningside campus. I was able to concentrate on completing assignments and conducting research. And, of course, I will never forget the "Frisbee" and small trips that I did with my friends at TC when we were taking a break from studying and the Student Senate parties where we had free food, drinks and music. I can't say I enjoyed every single thing about TC but I know that I will always miss the place, people and the good times.

**Rebecca Jee (MA Applied Linguistics)**Plans:

Currently working as Senior Associate of Pedagogy & Curriculum at Voxy, an English-teaching EdTech startup.

Memories:

I will always remember when I was notified that MA projects had been graded and results had been put in our mailboxes. I'm pretty sure I hyperventilated the entire walk over to the mailboxes from the library. When I got there, a wonderful letter signed by Dr. Williams informed me that I would not have to rewrite my paper. My friend and I danced through the halls of Zankel while everyone stared. No shame.

**Yasmin Motasim (MA Applied Linguistics)**Plans:

Currently teaching at the Community English Program. Relocating to Utah by the end of August after being offered a full-time ESL lecturer position at Southern Utah University.

Memories:

I will always remember the great professors and students at the department. I will also remember my valuable teaching experience at the CEP.

**Tiffany Hsiau (MA TESOL General)**Plans:

Working as a Ministry Intern for InterVarsity Christian Fellowship/USA with the new campus chapter, International Student Ministry, at the University of Texas at Austin.

Memories:

I miss my CEP students and their eagerness to learn English! I don't think I will ever find students like them anywhere else

in the world. I will always remember those long days of lesson planning as a novice ESL teacher and the lessons that I've learned along with my own students. Working at the CEP as one of the office assistants was one of the best jobs I've ever had because I was surrounded by the best of the best. Thanks for the memories, TC!

**Jon Fu (MA TESOL General)**

Plans:

Working as an ESL Instructor at a small university in San Jose, California. Looking to become an ESL Program Director in the future.

Memories:

I've been able to apply so much of what I've learned at TC into my work current work. From Dr. Han, I learned a lot about pedagogical reasoning behind tasks, sequencing, and classroom organization. From Professor Fuchs, I retained a lot of knowledge about scaffolding, classroom management, and peer learning. From Professor Grabowski, I realized the importance of rubrics, assessment, and feedback. I use a lot of what I learned from Professor Williams' phonetics and phonology class in my classrooms every day. All of their courses gave me a great template to model my own classrooms after. They also helped me to conceptualize the idea of what education is and should be.

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## *Special Mention*

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### **Completed Dissertation**

**Drew Fagan (Ed.D in Applied Linguistics)**

Drew's dissertation is entitled, "Managing Learner Contributions in the Adult ESL Classroom: A Conversation Analytic and Ethnographic Examination of Teacher Practices and Cognition." (Sponsor: Prof. Hansun Waring) He is going to the University of Maryland and will be the Clinical Assistant Professor of TESOL and International TESOL Outreach Coordinator in their School of Education.

**June Wai (Ed.D in Applied Linguistics)**

June's dissertation is entitled, "School Science or Disciplinary Science? Discourse Encountered and Practiced by English Language Learners in Two International High School Science Classrooms." (Sponsor: Prof. Michael Kieffer). She was offered a job as a TESOL instructor at the University of Hawaii at Manoa's Institute for Teacher Education, but is continuing to consider other job options.





## Award Winners

**Congratulations to the award winners below:**

This year's Apple Award was given to four students for their outstanding M.A. Projects:

**Yuan-Yuan Meng** (AL), "Written Corrective Feedback: A Review of Studies since Truscott 1996;"

**Andrew Ring** (AL), "A Classroom-Based Study of CFL Pronunciation Targeting Syllabus with [-i];"

**Tammy Wang** (AL), "Crosslinguistic Influence in Third-Language Acquisition;"

**Amanda Stessen** (TESOL K-12), "Postcolonial Theories and Teaching English to Speakers of Other Languages: Exploring Implications for Teaching in U.S. Contexts" won the first Apple Award for Pilot Project.

The Fanselow Award went to three students for their excellent work:

**Francis Corva** (TESOL K-12)'s project, "On Being a Good Citizen," was done with K-2 students a school in Harlem, giving roles to the children and they would take on different responsibilities .

**Jade (Yu) Song's** (TESOL General) project, "Summer Enrichment Program," described her work on an English immersion camp in rural Tibet for three summers.

Honorable mention:

**Erika Clark** (TESOL K-12)'s project, "Incorporating Graphic Novels for Genre Studies in ESL/ELA Classrooms," described the use of graphics and comics in teaching English to secondary low-reading students.



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### *A Warm Welcome Note*

*The TESOL and Applied Linguistics Program  
welcomes our new faculty member, Dr.  
Luciana de Oliveira and the new Program  
Assistant, Elliott Goodman.*