



TESOL / AL TIMES

Teaching English to Speakers of Other Languages /
Applied Linguistics
Teachers College, Columbia University

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TESOL and APPLIED LINGUISTICS Programs Launch On-Line Journal

September 2 was the launch date for a new on-line journal initiated by the Applied Linguistics and TESOL Programs, entitled *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*.

The journal's mission is two-fold: 1) to promote efficient dissemination of research carried out by current and past students and faculty at Teachers College and 2) to facilitate academic exchange between Teachers College and members of the TESOL/Applied Linguistics professions worldwide. Within a conceptual framework that values an integration of theory and practice, the journal publishes full-length articles dealing with second language acquisition, second language assessment, sociolinguistics, pragmatics, discourse analysis, second language instruction and second language teacher education, as well as book reviews in these areas.

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The current Editor is Professor ZhaoHong Han. The rest of the Editorial Board are Ed.D. students: Santoi Leung (Managing Editor), Joowon Suh, J.D. Purdy, Heekyung Seol, and Elvis Wagner (Assistant Editors).



Web Journal Editorial Board
From left to right: Elvis Wagner, Santoi Leung, Professor ZhaoHong Han, Joowon Suh, Heekyung Seol, and J.D. Purdy

The journal will be published twice a year on the web at <http://www.tc.columbia.edu/academic/tesol/Webjournal>. The inaugural issue contains the winning papers from the 2001 APPLE Awards. The website also includes information on submission guidelines, announcements, and resource pages with links to other journals, organizations, and useful research sites.

The Editorial Board is currently accepting manuscripts for review for the second issue of the journal to be published in March 2002. The deadline for submission is January 1st, 2002. A printer friendly version of the "Call for Papers" can be found on the journal homepage.

TESOL and APPLIED LINGUISTICS Faculty



*From left to right: Howard Williams, Bede McCormack, Leslie Beebe, Tim Walsh, ZhaoHong Han, Jim Purpura
Not pictured: Terry Royce, Barbara Hawkins*

TESOL/AL Faculty and the classes they are teaching this semester:

Dr. Leslie M. Beebe (Professor of Linguistics and Education, Director of Applied Linguistics)—Seminar in Second Language Acquisition: Cross-Cultural Pragmatics; Research Literacy: Applied Linguistics and TESOL; Doctoral Seminar in Applied Linguistics and TESOL

Dr. Jim Purpura (Associate Professor of Linguistics and Education, Director of TESOL Program)—Advanced Topics in Applied Linguistics: Language Test Validation; Doctoral Seminar in Applied Linguistics and TESOL

Dr. ZhaoHong Han (Assistant Professor of Linguistics and Education)—Introduction to Second Language Acquisition; Specialized Practicum: Reading; Doctoral Seminar in Applied Linguistics and TESOL

Dr. Howard Williams (Lecturer in Applied Linguistics)—Phonetics and Phonology; Problems in Contemporary English Grammar

Dr. Tim Walsh (Assistant Professor of Practice in TESOL)—Classroom Practices; Supervised Student Teaching: High School; Specialized TESOL Methods for K-6

Dr. Bede McCormack (Lecturer in TESOL)—Problems in Contemporary English Grammar; Specialized Practicum: Grammar

Dr. Terry Royce (Lecturer in TESOL)—Director of TC Tokyo Program

Dr. Barbara Hawkins (Associate Professor of Language and Education)—will join TC in Spring, 2002

Annual APPLE Lecture Series Features Marianne Celce-Murcia

The second lecture in the annual APPLE Lecture Series was held on April 6, 2001, with Dr. Marianne Celce-Murcia as the featured speaker. She gave a speech entitled “Communicative Competence and the Role of Grammar.”

Co-author (with Diane Larsen Freeman) of *The Grammar Book*, Dr. Celce-Murcia is considered one of the foremost experts in the structure of English and its relation to the teaching of English as a second language. Dr. Celce-Murcia is interested in researching the application of empirical findings in functional language analysis and applied linguistic theory to the preparation and testing of materials developed to teach a particular problem.

Over one hundred people attended the lecture, and her address was enthusiastically received by the audience. Dr. Celce-Murcia also held an afternoon session specifically for

students in the programs. This provided a valuable opportunity for students to discuss issues of interest with Dr. Celce-Murcia and draw upon her extensive knowledge.

The purpose of the APPLE Lecture Series (APPlied Linguistics and Language Education) is to engender lively professional dialog in the ELT community. Invited speakers address issues of cutting-edge research, innovative practice, or critical policy. The series is funded by an endowment from Language Innovations, Inc. (LINC).

LINC was a non-profit group that published materials and fostered innovation among ESL practitioners in the region. The Lecture Series celebrates the spirit and legacy of LINC.

The 2002 APPLE Lecture will be held early in the Spring 2002 semester.

2001 APPLE Award Winners

Winners of the fourth annual APPLE Awards were announced at the “End of the Year/Graduation Party” held annually by the TESOL and AL Programs.

APPLE Awards are presented to students in recognition of outstanding achievement for academic work completed in the prior year. This year’s recipients received a copy of *The Cambridge Encyclopedia of Language*, a certificate, and publication of their papers in the programs’ web journal. This year’s winners were:

TESOL/Applied Linguistics Ed.D. Research Paper: “Language socialization: Themes and advances in research” by Santoi Leung

TESOL/Applied Linguistics Ed.M. Research Paper: The effect of environmental factors on bilingualism among Chinese and Korean Americans” by Lisa L. Shum

Applied Linguistics M.A. Research Paper: “What factors are necessary to enable Japanese EFL learners to acquire pronunciation intelligible to native speakers of English?” by Shizuka Miyata

TESOL M.A. Essay: “Use of mnemonics in learning novel foreign vocabulary: Help or hindrance?” by Yeu-Ting Liu

These papers can be read in the inaugural issue of the TESOL/AL Web Journal at <http://www.tc.columbia.edu/academic/tesol/Webjournal>.

Another award presented was the Fanselow Award. Winners were Julie Kasper in New York and Miguel Roberto Sosa in Tokyo.

The Revamping of the Community English Program (CEP)

For over a decade, the TESOL program's Community English Program (CEP) has been providing the local community with quality ESL instruction at an affordable cost. Not only do our practicum teachers help prepare our teachers-in-training to deal with the realities of the classroom, but our teachers-in-training also accrue 7.5 hours per week of actual teaching time in CEP classrooms.

By and large, the fact that many of our CEP students return is a good indicator of their satisfaction with the program. However, it has become increasingly clear that the CEP needs updating if it is to provide a state-of-the-art experience for teaching ESL in a program that promotes the "best" practices in TESOL.

In initiating this curricular reform, the CEP committee felt that three issues needed to be addressed: first, the CEP curriculum needed a more coherent overall program in terms of the different proficiency levels. Second, it needed a placement exam that assessed students' abilities in a number of areas so that better placement decisions could be made. This would hopefully avoid the necessity of moving large numbers of students from level to level throughout the semester. Finally, the CEP needs a coherent, articulated curriculum—just like schools all over the world—so that CEP teachers can focus on methodology, and not so much on materials development and syllabus design.

In order to address these issues, two teams have been created. The first, termed the CEP Curriculum Committee, consists of TC

students and faculty. This committee has been responsible for choosing textbooks, and selecting units from the textbooks to be covered in the different levels of the CEP curriculum. In this regard, they created an inventory designed to provide CEP teachers with a useful instructional guide which they can consult and supplement on their own. As an initial pilot has been conducted this semester with the CEP classes using textbooks, the Curriculum Committee has also designed a questionnaire to elicit feedback from practicum students and faculty on this experience.

The second team, termed the CEP Assessment Committee, again consists of TC students and faculty and is in the process of developing a 140-minute placement exam (to be administered in two testing days). This exam is designed to assess entering CEP students' ability in grammar, reading, writing, listening, and speaking. This test aims to place students in the appropriate level and to establish a closer link between the new CEP curriculum and assessment.

Making such changes has increased the workload on CEP teachers and their students. However, the ultimate goal is to develop an ESL program that is not only more efficient, but is also consistent with a first-rate ESL language program. These changes will benefit both the CEP teachers and their community of students.

If you would like to participate in the restructuring process, please contact a CEP committee member for more information.

The CEP Curriculum Committee	The CEP Assessment Committee
Bandar Al-Hejin Arpi Galaczi Liz Iannotti Jee Wha Kim Margarete Magalhaes Lisa Shum	Jaehak Chang Peter Hendricks Hyunjoo Kim Jee Wha Kim Margarete Magalhaes Susan Nakamura Taejoon Park Mary Regan Elvis Wagner

Professor Han Wins Teaching Award

Professor ZhaoHong Han was a recipient of the Teachers College Certificate of Appreciation for Excellence in Teaching for the school year 2000-2001. The Office of Institutional Studies produces a ranking of instructors based on student evaluations each semester, and this prestigious honor is awarded to those instructors in the top 10%.

Professor Han was notified that she had won by a letter from the Dean. She said that when she received the letter, "I was thrilled...and I thought of my students. Obviously without them, I could not have gotten this award."

She went on to say that she sees the award as motivation for her to do even more for her students.

Students agree that Professor Han takes time to talk to them and help them outside of class as well as during class.

Teaching teachers can be dangerous work, but students admire the way Professor Han prepares for classes. "She is always very organized and is concerned with meeting her students' needs," commented Eun Sung Park, Ed.D student. "She is very energetic and motivated...and she passes the energy on to other people. She is also very passionate about her work and research, and you can feel this passion in her class."

Andrea Revesz, another Ed.D student, added, "She uses a lot of visual aids, which is great for a visual learner. And she makes you think even outside the classroom."

Students in the TESOL and Applied Linguistics Programs are very appreciative of Professor Han's level of professionalism and commitment to teaching, and are pleased that the rest of the college has recognized her excellence.

STAY INFORMED

Join the TC-AL listserv for the quickest way to receive general news and information bulletins about the TC TESOL and AL programs. To join, send an email message to: majordomo@columbia.edu
In the main body of the message type:
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JOB ANNOUNCEMENTS

For continuous information on the latest job announcements worldwide, send an email message to:
majordomo@columbia.edu

In the main body of the message type:
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Dear Alumni,

Does Teachers College have your correct address? To update your contact information send an email to: talumni@columbia.edu and include your name, year of graduation, degree and program, address, phone number, and email. Or write:

Alumni Services, Box 306,
Teachers College, Columbia University,
525 W. 120th St. New York, NY 10027

New York State TESOL Conference Held in Rye, New York

The 31st Annual New York State TESOL (NYS TESOL) Conference was held from October 19-21, 2001, at the Rye Town Hilton in Rye Brook, New York. The theme of the conference was "Language Testing Matters: Make It Count!"

Over 500 people attended the conference, which also had over 90 presenters. Many of these presenters were Teachers College faculty, students, or alumni. In addition, many of the "movers and shakers" behind the scenes in the preparation for the conference were current students in the TC Applied Linguistics program.

The 2001 President of NYS TESOL was Cynthia Wiseman. The Conference Chair was Jee Wha Kim. Paper Selection and Scheduling Co-chairs were Santoi Leung and Yunkyong Cho. Yoko Saito was the On-site Registration chair. Shirin Murphy was AV Coordinator. All are current TC Applied Linguistics students.

The following is a list of TC presenters and the titles of their presentations:

- ZhaoHong Han, Elizabeth Iannotti, and Charles Combs, "Proposing a Dual Approach to Teaching L2 Reading"
- Elizabeth Henly, "Hidden Benefits of Teaching Essay Examination Preparation"
- Hyunjoo Kim, "What it is to Speak Foreign Languages"
- Maria McCormack, "Placement Tests: Ready-to-wear or Couture?"
- Kyung Mi O (alumna), "Washback Issues in a Korean Context"
- Jim Purpura, Janine Graziano-King, Jaehak Chang, Kirby Cook, Rebekah Johnson, Jee Wha Kim, Nitza Krohn, and Cynthia Wiseman, "The SIPA Project: Assessing the Foreign Language Needs of Learners in an Academic Setting"

Mary Regan and Arpad Galaczi, "Textual Enhancement in Second Language Acquisition"

Yoko Saito and Jonathan Bissell, "Express Yourself: Complaints by Japanese/American Speakers"

Beth Snyder, "On Triangulation in Reading Assessment"

Joowon Suh, "Radio-Advising: Discourse Structure and Politeness Strategies"

Elvis Wagner, "Video Listening Tests: A Pilot Study"

TC TESOL Certificate Program

The Teachers College TESOL Certificate Program is a six-week intensive course designed for: international teachers of English as a foreign language who have a desire to continue their professional development; U.S. teachers whose classes include ESL students; professionals considering a change in their careers; and college graduates who want to travel and teach English abroad.

The summer 2001 program was the third held by the TESOL/AL programs at Teachers College. Next summer's program will take place from July 8th to August 16th. If you know of anyone who might be interested in this program, they should contact:

Mounira ElTatawy, Director
TC TESOL Certificate Program, Box 66
Teachers College, Columbia University
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New York, NY 10027
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The certificate program's website has more information: www.tc.columbia.edu/~academic/tesol/certificateprogram.htm

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Please send comments or suggestions to Elvis Wagner at elviswags@yahoo.com

Alumni Profile—Dr. Tomoko Takahashi



Dr. Tomoko Takahashi

Dr. Tomoko Takahashi received her BA in English magna cum laude from Albertus Magnus College in 1977. She subsequently entered Teachers College for graduate studies in Applied Linguistics, earning her doctorate in 1984. She continued her post-doctoral research at Teachers College while teaching Applied Linguistics and training graduate-level students to become ESL teachers.

Teachers College students are probably most familiar with Dr. Takahashi through her collaboration with Professor Leslie Beebe, especially their work entitled "Do You Have a Bag?: Social Status and Patterned Variation in Second Language Acquisition".

In 1992, Dr. Takahashi joined Soka University of America, Calabasas, directing the University's Japanese Language Center. In 1994, she was appointed as SUA's first Dean of the Graduate School to direct the Master of Arts degree program in Second and Foreign Language Education. She currently oversees all the academic programs at SUA, Calabasas, including the Intensive English program for visiting Japanese students.

Dr. Takahashi has published more than twenty books including scholarly books in

English and Japanese on language learning, cross-cultural communication, and lexico-semantic; thirteen co-authored textbooks for Japanese learners of English, eight of which have been translated into Chinese and Korean; and Japanese translations of *Rosa Parks: My Story*, *Quiet Strength*, and *Dear Mrs. Parks*.



Mrs. Rosa Parks and Dr. Takahashi

Her research interests include second language acquisition, particularly lexico-semantic transfer and pragmatic transfer, and cross-cultural communication. Her research has been widely published and cited in scholarly journals and books in the field of applied linguistics. She has also published numerous articles in magazines and journals for English learners in Japan, and is a well-respected translator of Japanese and English.

Currently, Dr. Takahashi serves on the Board of Trustees of Albertus Magnus College in New Haven, CT, and is an active supporter of the annual "Pathways to Freedom" program organized by the Rosa and Raymond Parks Institute for Self-Development. She has also served as a curriculum/educational consultant for publishers and organizations such as ALC Press in Tokyo and "Japan Hands - Educational Task Force" of Japan Society in New York, and currently serves as a dictionary editor for Benesse Corporation in Tokyo.