Sylviane Granger on Corpus Linguistics

Sylviane Granger, Director of the Centre for English Corpus Linguistics, University of Louvain (Belgium), presented "Computer learner corpus research: Current status and future prospects" on June 1, 2004 at the annual Mildred Larsen lecture.

Over the past decade, Granger has pioneered the field of computer learner corpus (CLC) research. The International Corpus of Learner English (ICLE), contains over two million words from writing by learners of English from 14 different mother tongue backgrounds. The Louvain International Database of Spoken English Interlanguage (Lindsei) corpus is composed of words from speaking by learners of English from six mother tongues.

Granger explained how words and errors are coded and tagged in a computer database for analysis. This system allows for an accurate comparison of native speaker (NS) and non-native speaker (NNS) English. Analysis has shown, for example, that the most common connectors used by NSs in writing are 'however' and 'therefore', while NNSs use eight other connectors with greater frequency. Granger suggested that

this is the result of pedagogical materials that fail to take actual usage into account. Granger hopes that CLC data will eventually be used to improve language tests and reference/instructional materials.

Sylviane Granger

Granger served as a guest professor at Teachers College this June. She would like to see the development of an ESL learner corpus in the US as current corpora are limited to EFL learner data.

First Person: Being a Peace Corps Fellow in the TESOL K-12 Program

By Jeff Fontenot

In recent years, a large number of TESOL K-12 track candidates have come from Teachers College's Peace Corps Fellows (PCF) Program. Started in 1985, the program brings returned Peace Corps volunteers to New York City to study at Teachers College while completing two years of teaching service in public schools. Each summer, a new cohort of eager professionals, fresh from two years of service abroad, arrive to teach in an urban setting and study at Teachers College. The PCF program provides an ideal way to live, teach, and learn in America's most culturally diverse city.

Studying while teaching gives fellows the opportunity to consistently improve their skills as they apply TESOL concepts learned at Teachers College. Allowing theory to guide practice is a valuable aspect of the program. Teachers College coursework, coupled with the responsibilities of teaching and preparing meaningful lessons, can be a taxing experience, however. One fellow likened her experience to a double-edged sword, in that working and studying was the ideal way to learn a profession, but the work never seemed to abate.

Having a cohort of teachers from international backgrounds in similar teaching positions in the city creates an important support network amongst the fellows. The level of knowledge, experience, and unity among the fellows at Teachers College is invaluable.

Many fellows are often frustrated by the complicated, ubiquitous bureaucracy that comes with working in the United States' largest school system. One fellow commented that working in NYC's large system can leave one feeling lost and overwhelmed. The community at Teachers College, however, helps her navigate the system and find solutions.

Jeff Fontenot

The PCF Program at Teachers College Columbia University gives its participants a career-enhancing experience based on theory in the Teachers College classroom and practice in each of their own classrooms. Combining the two into something beneficial for our students is the goal of any competent education program, urban or rural. Luckily, the program offers the fellows a community of professionals to rely on during the trying moments, which makes all the difference.

The Community English Program

By K. Philip Choong

The Community English Program (CEP) has long been a place where TESOL/AL students have had the opportunity to shine in the classroom not as students, but as teachers. It is where they can experiment with different methods of teaching and fine-tune their professional skills. The CEP also provides TESOL/AL students with a place where they can conduct research and observe peers.

The CEP is constantly changing to meet the needs of its students, teachers, and the TESOL/AL community. This past year has been no exception. In the past, the CEP has always experimented with different teaching materials for use in its classes. There was even a period of time when the CEP didn't use textbooks. Now, the textbooks and their accompanying workbooks serve as a framework for the CEP curriculum. This is to solidify class levels, and make teachers more accountable.

To observe whether the CEP students are learning, the teachers are now required to assess students in a more systematic manner. Unit and final tests are now administered to help teachers diagnose student problems and to measure student progress. Prior to these changes, both teachers and students were given a simple pass/fail grade. Now, both are given letter grades for their performance in the classroom.

While these changes are arguably steps in the right direction, much more needs to be done. The CEP placement test is constantly in development to be matched with the new curriculum. The scope will soon be expanded beyond general ESL classes to reflect student needs. In the future, the CEP may offer English for Specific Purposes as well as instruction in languages other than English.

TESOL / AL BBQ Pictures

Florence Lai, Monika Ekiert, Phil Choong, and Maiko Tanaka

Olivia Limbu, Amy Chenail, and Mikiko Suzuki

TESOL / AL Roundtable Group

By Emily Rine & Maureen Matarese

Although the TESOL/AL Roundtable began its meetings last spring, it did not become an official student group at Teachers College until the fall of 2003. It started as a student-run organization designed to allow students to present research in an informal environment, share knowledge of upcoming events, and meet members of Teachers College's TESOL/AL community. We planned faculty-guided workshops that provided growth of both student linguistic knowledge and camaraderie. From the beginning, it was a hope that the TESOL/AL Roundtable would serve to strengthen the sense of community within the programs and draw the diverse knowledge and talent of Teachers College students together.

This year's Roundtable was led by President Emily Rine, Vice President Maureen Matarese, Secretary Chris Murphy, and Faculty Advisor Prof. Barbara Hawkins. Rine, Matarese, and Murphy, along with TESOL Program alumna Caroline Cuozzi, were also the founding members of the Roundtable during the 2002-2003 Academic Year.

The roundtable helped support the TC TESOL/AL community by sponsoring events such as Dr. ZhaoHong Han's presentation on abstract writing, sessions on book review writing, breadth course information sessions, the creation of a buddy program for new TESOL/AL students, up-to-date conference information, and Roundtable members' involvement in the American Association of Applied Linguistics national 2004 conference in Portland, Oregon.

Perhaps the greatest achievement for the Roundtable this year lies in its resilience. With all four founding members having recently graduated, the Roundtable will continue under the leadership of Lily Hung, Mimi Platzer, Steve Bassi, and Caren Lee for the 2004-2005 academic year.

Roundtable Pictures

Emily Rine and June Wai

'Mo' Matarese, Chris Murphy, and Sharona Moskowittz

New York State TESOL

By Christopher Murphy

Every year, NYS TESOL holds a conference attracting applied linguists, researchers and educators from around the world. The local conference provides students with invaluable opportunities for networking and learning. Smaller conferences also provide a kinder, gentler audience in which to present since you are sure to be surrounded by friends and colleagues.

Teachers College TESOL/AL students have found the opportunity at NYS TESOL to promote the needs of graduate students. We, by virtue of our access to new technology and innovative teaching strategies, have an opportunity to share this new knowledge with other professionals. By gaining an understanding of issues in New York City and New York State, we gain an invaluable opportunity to transform the very environment we learn in. I feel the opportunity to talk to seasoned TESOL professionals that have years of hands-on experience is invaluable if we are to contribute something to our own learning community.

NYS TESOL is concerned with the education of English language learners at all levels of public and private education in New York State. Interests include classroom practices, research, program and curriculum development, funding, and legislation. The theme of October's NYS TESOL conference is "Celebrating Language and Culture". For more information, please consult the NYS TESOL website: www.nystesol.org.

Student Presentations

AAAL: Eun Young Kwon, Santoi Leung, Maureen Matarese, Shirin Murphy, Andrea Revesz, Emily Rine, Young Hee Sheen, Elvis Wagner

BAAL: Andrea Revesz

ODMAC: Donna DelPrete, Kristen di Gennaro, Monika Ekiert, Rebekah Johnson, Gabrielle Kahn, Christopher Murphy, Bahar Otcu, Cara Tuzzolino-Werben, June Wai

SLRF: Andrea Revesz

TESOL: Julia Frazier, Andrea Revesz, Mikiko Suzuki

LTRC: Hyunjoo Kim, Jeewha Kim, Alick Liao, Eun-Kyeong Park, Taejoon Park, Michael Perrone, Yoko Saito, Elvis Wagner, Cynthia Wiseman

NYSTESOL: Charles Combs, Kristen di Gennaro, Ji Hyun Kim, Yen-Fen Alick Liao, Andrea Revesz, Beth Snyder, Anny Ya-Yun Sun, Mikiko Suzuki, Cara Tuzzolino-Werben.

2004 Apple Awards

TESOL-MA paper: "What is the Relationship between Intelligence and Aptitude in SLA?" (Jim Teepen)

AL-MA paper: "Gender in Interruptive Turns at Talk-in-Interaction" (Deirdre Reznik)
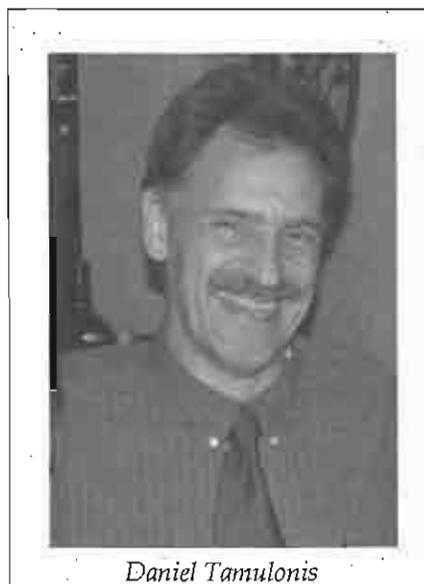
Ed.M. paper: "Corrective Feedback and Learner Uptake in Communicative Classrooms across Instructional Settings" (Young-Hee Sheen)

5500 paper: "What Cognitive Processes are Triggered by Input Enhancement?" (Charles Combs)

Daniel Tamulonis recently helped found a charter school based on educational principles he first learned of while earning his Masters in TESOL in 1987. The Bronx Charter School for Better Learning (BCSBL) is an elementary school inspired by Caleb Gattegno's 'Subordination of Teaching to Learning' methodology. Tamulonis was exposed to Gattegno's philosophy during a Silent Way workshop led by Kumiko Fujimura at Teachers College. "That workshop, combined with Bruce Ballard and John Fanselow's courses, opened a window into a new way of teaching for me," he says.

Tamulonis served as Director of the Community English Program for "two great years." He then taught ESL with the Riverside English Program, Cornell, and Ithaca High School before returning to New York City where he spent ten years directing the TC Peace Corps Fellows program which placed 300 fellows in NYC public schools. Although he enjoyed his work with the Fellows immensely, he longed to get back to the classroom. Adopting a son and a daughter (ages 9 and 4, respectively) also helped Tamulonis realize a need for new approaches to education. "I wanted to see a

Daniel Tamulonis

school where student intelligence was acknowledged, and learning capacity was tapped immediately and consistently throughout schooling," he says.

Tamulonis serves on BCSBL's board of trustees and is a full time first-grade classroom teacher. He uses Gattegno's 'Words in Color' program to develop phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Similar to the 'Silent Way', students use rods, pointers, and color-coded fidel charts while uncovering their own language knowledge.

More information about BCSBL can be found at: www.bronxbetterlearning.org.

The Class of 2004

The TESOL/AL department saw a record number of graduates in May. Those attending the Graduation Party were asked about future plans and favorite Teachers College memories.

Graduate	Plans	Memories
Sarah Allen	Teacher, K-6 - Denver, CO	Math Camp and CEP
Geoff Barrett	Teacher - PS 188; EdM, AL - TC	Grammar and Phonetics
Chad Bramble	Teacher - Bronx Community College	The student who gave speeches...
Leslie deGiere	Teacher - CUNY	The character of our teachers
Phil Choong	EdM - Teachers College; Coordinator, CEP – TC	The fabulous CEP!
Betsy Coffey	Teacher - PS 87	The assessment paper!
Sara Grant	Teacher - Burlington, VT	Bede's Grammar Class
Amy Jenkins	ESL Coordinator, International School - Myanmar (Burma)	Going to the Met with my CEP students.
Kiyo Kamira	Teacher, K-6 - Japan	Making new friends.
Cassie Kanz	Teacher, England	Barbeques
Yougna Kim	Teacher, College - Soul, Korea	Monika / Geoff debates in Bede's CEP practicum
Marisa Kosel	Teacher – IS 143; Culinary School	TESOL/AL Graduation Party
Becki Krieg	Teacher, Lexington School for the Deaf – Queens.	Peace Corps Fellows Friends
Tao Lin	EdD – Teachers College	CEP and TESOL/AL Parties
Ji Eun Lee	Teacher – New Jersey	TESOL/AL Parties
Mairin Looney	Teacher, International School – Kuala Lumpur, Malaysia	Discourse Analysis with Professor Williams
Maureen Matarese	PhD, Comparative & International Education	Starting the Roundtable, Professor Han
Bonnie Mills	Teacher, PS 102 – Brooklyn	The Blackout. Played games with Joy.
Colin McEvoy	Teacher, NYC BOE	
Daniel McMahon	Teacher, 9-12 – NYC	CEP!
Sharona Moskowitz	Um... Uh...?	Applauding Professor Horowitz
Chris Murphy	Teacher – Japan	Coordinating the Roundtable
Anna Nelson	Teacher - IS 143	Assessment, Lauren, and some rum...
Jabiz Raisdana	Teacher – Malaysia	Graduation!
Leah Reinstein	Coordinator – Macedonia	Turning in the Final Project!
Emily Rine	PhD AL – Penn State	AAAL, the Roundtable
Amy Roberts	Teacher – Walton HS, Bronx	Peace Corps Fellows, Margaret Dwyer
Elaine Roberts	Teacher – LaGuardia Community College	Jim Teepen and the student who gave speeches...
Elizabeth Shanahan	Teacher – Dewitt Clinton HS, NYC	The classes
Maiko Tanaka	Working in the Industry...	It was all good.
Maria Tafoya	Teacher – Bay Area suburb, CA	The TC dorms.
Kate Quarfordt	Teacher – South Bronx	Howard the Chef doling out hummus

Alumni: What's New?

Stay in Touch: We want to know what you've been up to since you left. Please email your recent accomplishments to TESOL@exchange.tc.columbia.edu. Thanks!

Listserv: A new listserv has been created for TESOL/AL alumni. To subscribe, send an email to lyris@listserv.tc.columbia.edu with the subject line: sub tctesol-al-alumni

Addresses: If you have a new address, please email it to the Alumni Relations Office so that TESOL/AL Times can reach you successfully: tcalumni@columbia.edu.

Alumni Services: The Office of Alumni Relations is dedicated to providing you with new and exciting ways to connect with Teachers College and your fellow alumni. The redesigned alumni web site is just one of the many steps the office is taking to reach out to our alumni. They have also created an e-mail listserv to provide up-to-the-minute news about TC to alumni, and are organizing numerous alumni clubs and regional events across the country. Please visit www.tc.columbia.edu/alumni/ for more information.