

# Faculty list (*Italic: course titles*) Teachers College, Columbia University, Japan Campus

## Japan-Based Professors

**\*DR. BILL SNYDER**, Program Director, Japan Campus, Teachers College, Columbia University

*Introduction to Second Language Acquisition (SLA)*

*TESOL Classroom Practices*

*Specialized TESOL Materials: Specialized TESOL Materials: Teaching and Learning Vocabulary*

*Specialized Practicum: Teaching Reading*

Bill Snyder has a PhD in Linguistics, specializing in Second Language Acquisition from Northwestern University. He has worked for many years in language teacher education in the United States, Russia, South Korea, Turkey, Armenia, and now, Japan. His current research focuses on the emotional content of learning and teaching second languages, in particular how this effects the engagement of learners in learning activities and its impact on teachers' perceptions of what they do as Good Work.

**\*DR. NORIKO ISHIHARA**, Teachers College, Columbia University, Japan Campus

*Advanced Topics in Applied Linguistics: Pragmatics*

*TESOL Methodology: Culture and Second Language Teaching*

Noriko Ishihara is adjunct professor in the TESOL and Applied Linguistics Programs of Teachers College, Columbia University Tokyo and associate professor in EFL at Hosei University. She also leads language teachers' professional development workshops in Japan and in the U.S. Her research interests include pragmatics and identity, and teacher development. Her latest work appears in *TESOL Quarterly* and *Teaching and Learning Pragmatics* (in press with Cohen, Pearson/Longman).

**\*DR. PATRICK ROSENKJAR**, Professor of English Education, Temple University Japan Campus

*Discourse Analysis*

Patrick Rosenkjar is a full professor of English education at Temple University Japan Campus in Tokyo, where he has been a faculty member for over 20 years. He teaches undergraduate courses in humanities, linguistics, and American Studies and graduate courses in Temple's TESOL master's program. His major academic interests include pragmatics, reading processes, curriculum design, and literary discourse. He is a former director of Temple's Academic English Program and has taught English for academic purposes in California, Japan, Malaysia, and China.

**\*DR. YASUSHI SEKIYA**, Professor, Kanda University of International Studies

*Phonetics and Phonology*

Dr. Sekiya holds an M.Ed. and Ed.D. from Teachers College, Columbia University (New York), and is currently a full Professor at Kanda University of International Studies. His research interests include the acquisition of English phonology by Japanese L1 speakers and content-based language instruction.

**\*DR. DERYN P. VERITY**, Professor, Osaka Jogakuin College

*Pedagogical English Grammar*

*Semantic Systems and the Lexicon*

Deryn Verity has a PhD in Linguistics from the University of Delaware, where she studied with Dr. Robert Di Pietro and Dr. James Lantolf. Currently teaching at Osaka Jogakuin College, she has taught English, applied linguistics, and graduate courses in teacher education at the New School University, St. Michael's College, William Paterson University (USA), Osaka University, and other institutions in the United States, Thailand, Poland and Japan. She held a Fulbright Lectureship in TEFL/Applied Linguistics in the former Yugoslavia (Nis, Serbia, and Ljubljana, Slovenia), and has given teacher training seminars for the U.S. State Department's "Partners in Learning" program in Morocco and Jordan. An active member of local and national JALT meetings, she served as Associate Editor of the JALT Journal for three years. Her primary interests in the field of teacher education include language awareness for teachers, sociocultural theory, and second language pedagogy.

**\*PROF. GREGORY PAUL GLASGOW**, School of Languages and Comparative Cultural Studies, University of Queensland, Australia

*Specialized Practicum: Teaching Writing*

*Advanced Language Study: Academic Writing*

Gregory Paul Glasgow is a PhD candidate in Applied Linguistics in the School of Languages and Comparative Cultural Studies at the University of Queensland, Australia. He received his BA in Political Science at the University of Chicago and his MA in TESOL from Teachers College Columbia University. He is currently the Program Leader for the Super English EFL program at Kanto International Senior High School in Tokyo. His primary research interests include issues in critical language policy research (CLP), such as the relationship between discourse, L2 teacher cognition and language-in-education policy and planning in local contexts. His other research and teaching interests include interlanguage pragmatics and language teaching, second language teacher education, and issues in English for Academic Purposes (EAP), such as writing center administration in tertiary education. At TC Japan, Mr. Glasgow serves as a Manager and Co-Founder of the TC Japan Writing Center and teaches the *Advanced Language Study: Academic Writing* course.

**\*PROF. NANCI GRAVES,** Kobe Steel International Communication Program  
**(TA):PROF. STACEY VYE,** Saitama University

*Specialized Practicum: Teaching Speaking*  
*Specialized TESOL Practicum: Integrated Skills*

Nanci Graves has taught at various schools in Japan over the past twenty years, including SIMUL Academy, Obirin University, and International Christian University. She is currently teaching full-time at Kobe Steel's in-house English training program. During two lengthy breaks from Japan, she completed an M.A. in Applied Linguistics at the University of Reading in the U.K. and later worked as an academic course coordinator for SUNY at Buffalo's undergraduate program in Malaysia. She started teaching workshop and practicum courses at Teachers College in 1988 (on several occasions co-teaching with Dr. John Fanselow) and served as the TC Program Coordinator from 1990 to 1993. Recently, she has pursued research in teacher and learner autonomy, reflection and motivation.

Stacey Vye has been teaching English in Japan from the very young to senior citizens for 20 years, 16 of which has been at the tertiary level. She is a TC graduate assisting Nanci Graves with various TC courses since 2006, as well as currently being an assistant professor at Saitama University. Stacey's research interests include reflection and learner and teacher autonomy in language education including the connections between both. In addition, since 2003, she has been volunteering on the committee of the Learner Development SIG (LD-SIG) of the Japan Association of Language Teachers (JALT).

**\*PROF. CHRIS HALE,** International Christian University

*Advanced Language Study: Academic Speaking*

Chris Hale received his MA in TESOL from Teachers College, Tokyo and his Ed.M in Applied Linguistics from Teachers College, New York. He is currently teaching in the English Language Program at International Christian University in Tokyo. He has extensive international presentation experience and enjoys promoting the important research contributions being made by the T.C. Tokyo community.

**\*PROF. MARC HELGESEN,** Miyagi Gakuin Women's University.

*TESOL Methodology: Teaching English in EFL (Innervoice, time, task planning and practice)*

Marc Helgesen has been teaching in Japan for over 26 years. He is author of over 100 articles, books and textbooks including the *English Firsthand* series (Longman) and *Practical English Language Teaching – Listening* (McGraw-Hill). He has done teacher development workshop on five continents.

**\*PROF. STAN PEDERSON,** Kumamoto University

*TESOL Methodology: Trends-Teaching Young Learners of a Second Language*

Stan Pederson obtained his B.A. from the University of Saskatchewan (Canada) and an M.A. in TESOL from Teachers College, Columbia University. He is a lecturer at the Faculty of Education at Kumamoto University. He also instructs courses regarding young learners at official teacher re-licensing seminars and at Kanda University of International Studies. He has conducted seminars for in-service teachers on a variety of topics including: classroom activities, methods, and instructional design. He has an extensive list of published materials based on 15 years experience teaching at public elementary schools. These include songs, games, storybooks and dramas and are used at elementary schools throughout Japan. His research interests include classroom-based assessment, teacher beliefs and teacher development. He is currently researching the effects of collaborative drama making on pre-service teacher beliefs about cultural diversity.

## **TC NY Professors** (who taught in Japan for the past 2 years)

**\*DR. JAMES E. PURPURA,** Associate Professor of Language and Education, Teachers College, Columbia University

*Second Language Assessment*

**Educational Background:** B.A., Marietta College; M.A., University of Colorado; Ph.D., University of California, Los Angeles

**Scholarly Interests:** Second and foreign language assessment; Language Program Evaluation; Assessment of Grammatical Ability; Cognitive Dimensions of L2 Assessments;

### **Selected Publications**

*Assessing Grammar* (Cambridge University Press, 2004).

*Strategy Use and Second Language Test Performance* (Cambridge University Press).

Validating Questionnaires to Examine Personal Factors in L2 Test Performance. In M. Milanovich & C. Weir (Eds.), *European Language Testing in a Global Context. Proceedings of the Association of Language Testers of Europe (ALTE) Conference of Barcelona*. Cambridge: Cambridge University Press.

An analysis of the relationships between test takers' cognitive and metacognitive strategy use and second language test performance" (*Language Learning*).

The development and construct validation of an instrument designed to investigate the cognitive background characteristics of test takers (*Lawrence Erlbaum Associates*).

"A Review of Bialystok's Communication Strategies" (*Issues in Applied Linguistics*).

**\*DR. ZHAOHONG HAN,** Associate Professor of Language and Education, Teachers College, Columbia University

*Introduction to Second Language Acquisition*  
*TESOL Methodologies: Task-based Language Instruction*

**Educational Background:** Ph.D., Applied Linguistics (specializing in second language acquisition), Birkbeck College, University of London; M.A., TESOL, Moray House Institute of Education, University of Edinburgh; B.A., English and English Literature, Central China Normal University

**Scholarly Interests:** Second language learnability, Second language teachability, Comparative grammar, Language typology, The interface of lexical semantics and syntax, Linguistic relativity, Second language reading processes

**Selected Publications**

Han, Z.-H. (2009). Interlanguage and fossilization: Towards an analytic model. In V. Cook & L. Wei (Eds.), *Contemporary Applied Linguistics* (Vol. I: Language Teaching and Learning pp. 137-162). London: Continuum.

Han, Z.-H. & Anderson, N. (Eds.) (2009). *Second Language Reading Research and Instruction: Crossing the Boundaries*. Ann Arbor: University of Michigan Press.

Han, Z.-H., Park, E.S., & Combs, C. (2008). Textual enhancement of input: Issues and possibilities. *Applied Linguistics*, 29(4), 597-618.

Han, Z.-H. (2008). On the role of meaning in focus on form. In *Understanding Second Language Process* (pp. 45-79). Clevedon: Multilingual Matters.

**\*DR. BARBARA HRUSKA,** Assistant Professor of Language and Education, TESOL K-12 Field Coordinator, Teachers College, Columbia University

*Research and independent study in TESOL : K-12 Methods*

Dr. Hruska has 25 years of teaching experience at the elementary, secondary, and adult levels. She has taught in rural, urban, public, private, US, and international settings. For the past seven years she has been training elementary, secondary, ESL, and EFL teachers to work with English language learners in K-12 school settings. Her research interests include teacher development, teaching content in ESL/ EFL classes, early literacy, and social interaction patterns in classrooms. Publications have appeared in journals such as *TESOL Quarterly*, *Multicultural Perspectives*, and *Ethnography and Education*. She is currently an Assistant Professor of Practice at Teachers College, Columbia University in the K-12 TESOL teacher certification program.

---

**\*DR. MICHELLE G. KNIGHT-DIOP,** Associate Professor of Education, Department of Curriculum & Teaching, Teachers College, Columbia University

*R&I Study in Curriculum. Topic: Curriculum Design in Context*

Dr. Michelle G. Knight-Diop has a B.A. from Franklin and Marshall College (French and Secondary Education Teacher Certification), an M.A. from the Monterey Institute of International Studies (TESOL, Language Development Specialist Credential/CLAD), and obtained her Ph.D from the University of California, Los Angeles (UCLA) in Curriculum and Teaching. Her scholarly interests include equity issues in urban education, teacher education, multicultural feminisms and feminist pedagogies, as well as African-American teaching practices with diverse populations.

**\*DR. YOUNG-SUN LEE,** Associate Professor of Psychology and Education, Department of Human Development, Teachers College, Columbia University

*Basic Concepts in Statistics*

Dr. Young-Sun Lee is Assistant professor of Psychology and Education in the Department of Human Development at Teachers College, Columbia University. She received a B.S. and M.A. from Ewha Womans University in Seoul, Korea, and Ph.D in Educational Measurement and Statistics (Department of Educational Psychology) with a minor in Statistics at the University of Wisconsin-Madison.

Dr. Lee's research interests reside in the field of Educational and Psychological Measurement, a branch of field where statistics (i.e., Psychometrics) are applied to problems related to educational and psychological testing. Psychometricians or measurement specialists work in departments such as Statistics, Educational Psychology, and Quantitative Psychology, as well as in testing companies (e.g., ETS, ACT, CTB, Harcourt, etc.). Her specific interests focus on approaches to solving practical problems in a sub-area known as item response theory (IRT), including its application to issues such as item and examinee's ability parameter estimation, differential item functioning (DIF), and linking/equating. IRT is a class of measurement models that offers a variety of methods not only to measure latent properties (i.e., evaluate item characteristics such as item difficulty and discrimination). In addition, she is also interested in the development and applications of nonparametric item response models that provide more flexibility and efficiency of IRT estimation by relaxing modeling assumptions in many testing applications.

**\*DR. CHRISTIAN MUENCH,** Visiting Assistant Professor, Bilingual Education Program, Teachers College, Columbia University

*Cross-cultural Communication and Classroom Ecology*

Christian Muench, a Visiting Assistant Professor in the Program in Bilingual/Bicultural Education, Department of International & Transcultural Studies at Teachers College, Columbia University has taught and conducted research in New York City, Frankfurt (Germany), Barcelona (Spain) and São Paulo (Brazil). His research focuses on issues of literacy, language policy and language and identity in the United States, Europe and South America, and extends into fields such as urban sociolinguistics, immigration studies and sociology of religion. His interests also include written language acquisition, European language planning and bilingual education in minority languages. His recent book on language policy and adult literacy in Catalonia (Spain) examines the writing practices of adult bilingual speakers in the context of Spanish/Catalan bilingualism and minority language planning. It was published in 2006 with Peter Lang in Frankfurt.

**\*DR. MARJORIE SIEGEL**, Associate Professor of Education, Teachers College, Columbia University

*Literacy, Culture, and the Teaching of Reading*

**Educational Background:** B.S., University of Wisconsin, Madison (1973); M.S., Major: Reading Education (1979), Indiana University; Ed.D. Major: Reading Education, Minors: Socio-Psycholinguistics and Educational Inquiry Methodology, Indiana University.

**Dissertation Title:** "Reading as Signification"

**Scholarly Interests:** Reading in mathematics classrooms. Cultural and critical perspectives on literacy education. Literacy and the arts. Literacy and Technology.

**Selected Publications**

*Reading Counts: Expanding the Role of Reading in Mathematics Classrooms* (Teachers College Press).

"Critical approaches" (*Handbook of Research on Reading, Vol 3*).

"Supporting students' mathematical inquiries through reading" (*Journal for Research in Mathematics Education*).

"More than words: The generative power of transmediation for learning" (*Canadian Journal of Education*).

**\*DR. MARIA E TORRES-GUZMAN**, Teachers College, Columbia University

*Bilingualism and Bilingual Education: International Perspectives*

**Educational Background:** B.A., Universidad de Puerto Rico, major field of study in Spanish language and literature with minors in History and French; M.A., University of Michigan, major field of study in Spanish language and literature with further study in Humanities; M.A., Ph.D., Stanford University, major field of study in Bilingual/Bicultural Education, Dissertation (1983): Participatory Democracy and Bilingual Education: The Case of San Jose, California.

**Scholarly Interests:** My interests lie in the space where culture and language meet in classroom interactions as well as in broader society. I am interested in understanding how teachers deal with the issues of language and culture within strong bilingual education models; how parents support their children both linguistically and culturally, and how the linguocultural spaces are created in curricular social organization and in the development of materials.

## **ON-LINE OOPs COURSE PROFESSORS**

**\*PROFESSOR PATRICIA CRANTON**, Adjunct Professor of Adult Learning & Leadership, Teachers College Columbia University

*Imagination, Authenticity, Individuation, and Transformative Learning*

**\*DR. ALYSE C. HACHEY**, Assistant Professor in Cognitive Studies, Department of Human Development, Teachers College Columbia University

*Cognition and Learning*

Dr. Hachey obtained her BS in Elementary Education with a specialization in Early Childhood Education from Eastern Michigan University, and her MA in Education from the University of Michigan, Masters in Computing and Education from Teachers College, and her Ph.D. in Educational Psychology, from Columbia University. Her research and scholarly interests cover Distance Learning, Mental Model theory as related to the development of scientific reasoning in complex systems, and the use of computers, the internet and simulation software in the classroom. Dr. Hachey has worked as a Research Assistant at Blue's Clues, Nick Jr. Television Studio as well as a Research Assistant on the Fathom Project. She is a Technology Fellowship recipient, and a member of the DLP faculty at Teachers College in NY.

**\*PROFESSOR CHANDLER S. KANG**, Teachers College Columbia University.

*Cognition and Learning*

**\*DR. JUDITH E. PARKER**, Department of Organization and Leadership, Teachers College, Columbia University

*Introduction to Adult and Continuing Education*

## **Professors from abroad**

**\*PROFESSOR CAROLYN GRAHAM**

*Research & Independent Study in TESOL: Teaching Young Learners in L2 Classrooms (Jazz Chants)*

Carolyn Graham is an author, teacher-trainer and musician best known as the creator of Jazz Chants. She taught at New York University for twenty five years and at Harvard University for nine summers. She is currently training teachers in the NYU School of Education and presents seminars twice a year at Columbia Teachers College in New York and Tokyo. She presents teacher training workshops throughout the world, most recently in South Africa and Madagascar, Russia and Central Asia. She is married to Eralp Akkoyunlu and lives in Istanbul and New York.