

Sarah Chepkirui Creider

EDUCATION

Edd in Applied Linguistics, Teachers College, Columbia University, 2016

Dissertation Title: *Encouraging student participation in a French-immersion kindergarten class: A multimodal, conversation analytic study.*

EdM in Applied Linguistics, Teachers College, Columbia University, 2011

MA in Applied Linguistics, Teachers College, Columbia University, 2009

BA in Liberal Arts, Sarah Lawrence College, 1993

TEACHING AND PROFESSIONAL EXPERIENCE

Faculty in TESOL & Applied Linguistics Programs

Columbia University Teachers College, Fall 2009 – Present

Introduction to Linguistics

Discourse Analysis

Phonetics & Phonology

Academic Speaking

Workshop on Communicative Grammar

Workshop on teaching ESL to Students with Limited Literacy

Faculty in TESOL Program

Hunter College School of Education, Fall 2012 – Present

Analysis and Structure of English

Teaching ESL Listening and Speaking

Teaching Low Literacy Adults

Sociolinguistics and Education

Field Supervisor

Hunter College School of Education, Fall 2013 – Fall 2014

Mentored and evaluated student teachers teaching ESL in NYC Public Schools

Faculty in Post-Baccalaureate TESOL Certificate Program

Columbia University Teachers College, Summers 2011 – 2015

Classroom Practices and Practicum

Intercultural Communication

Workshop: Teaching ESL to Adults with Limited L1 Literacy

Student Teaching Mentor in TESOL Certificate Program

Columbia University Teachers College, Summers 2010 – 2013

Mentored and evaluated student-teachers instructing adult ESL learners.

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ESL Instructor

Community Language Program, Columbia University Teachers College, 2008
Advanced English courses for L2 learners integrating reading, writing, speaking, listening, grammar, and pragmatics.

ESL Specialist

Columbia University Head Start Program, 2007-2008
Developed ESL and literacy curricula, designed and conducted staff trainings, taught parents and pre-school children, taught multi-level adult ESL classes.

ESL Teacher

Taught at a woman's center, taught adults and children privately. Berlin, Germany, 1995 – 1996

Administrative Experience

Interim Director of TESOL Certificate Program

Columbia University Teachers College, March 2012 – June 2013

Program Coordinator of TESOL Certificate Program

Columbia University Teachers College, September 2008 – August 2009

Research assistant to Professor James Purpura

Columbia University Teachers College, Fall 2006 – Fall 2008

Vice-president, marketing; Creative director, product development, *Menus and Music Productions, Inc.*, Emeryville, CA, 2000 – 2006

PUBLICATIONS

Waring, H.Z., Box, C.C., & **Creider, S.C.** (in press). Problematizing vocabulary in the second language classroom: Unilateral and bilateral approaches. *Journal of Applied Linguistics and Professional Practice*.

Box, C.D., **Creider, S.**, & Waring, H.Z. (2013). Talk in the second and foreign language classroom: A review of the literature. *Journal of Contemporary Foreign Language Studies*, 396(12), 86-97.

Waring, H.Z., **Creider, S.**, & Box, C.D. (2013). Explaining vocabulary in the second language classroom: A conversation analytic account. *Learning, Culture, & Social Interaction*, 2, 249-264.

Waring, H. Z., **Creider, S.**, Tarpey, T., & Black, R. (2012). Understanding the specificity of CA and context. *Discourse Studies*, 14, 477-492.

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- Creider, S. (2012). "One, two, one two": A teacher's use of speech, gesture, and the environment to impart information. Special Issue of *Language and Information Society*, 16. 43-78.
- Creider, S. (2012). Contributor to Forum on *Applying conversation analysis to real-world concerns*. In *Working Papers in TESOL & Applied Linguistics*, 12(1).
- Creider, S. (2010). Contributor to Forum on *Text and context: The role of Context in Discourse Analysis*, *Working Papers in TESOL & Applied Linguistics*, 10(1), 46-48.
- Creider, S. (2009). Frames, footing, and teacher-initiated questions: An analysis of a beginning French class. *Working Papers in TESOL and Applied Linguistics*, 9(2), 87-134.
- Box, C.D. & **Creider, S.C.** (2008) Guest Editor of Forum on *Festschrift in honor of Professor Leslie M. Beebe*. In *Working Papers in TESOL & Applied Linguistics*, 8(2).

Works in Progress

- Creider, S. (under review). Using student actions as a resource to manage conflicting agendas: An analysis of tutoring sessions with young children.

PRESENTATIONS

- Creider, S. C. (2016, May). I heard the stain: Including the 4th dimension in analyses of classroom interaction. Paper presented at the symposium for The Study of the Interactional Competencies for (L2) Teaching-and-Learning. Penn State University. College Park, PA.
- Creider, S.C. (2016, March). Beyond questions: Making space for student participation without teacher-fronted questions. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Orlando, FL.
- Creider, S. C. (2014, March). Integration and repetition in child tutoring sessions. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Portland, OR.
- Box, C.D., & **Creider, S.C.** (2012, March). Gauging non-verbal participation in tutoring sessions. Paper presented at International TESOL Convention. Philadelphia, PA.
- Creider, S.C.**, & Box, C.D. (2012, March). Showing while telling: Performing directives in a tutoring session. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Boston, MA.
- Box, C.D., & **Creider, S.C.** (2011, March). Look, talk, & touch: Doing participation and pedagogy in one-on-one tutoring sessions. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Chicago, IL.

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SERVICE

- Co-chair of *The 1st & 4th Annual Meetings of the Language and Social Interaction Working Group* (LANSI) at Columbia University Teachers College. 2010 and 2013
- Reviewer, *Journal of Pragmatics; Systems, Text & Talk*
- Book Review Editor, *Working Papers in TESOL & Applied Linguistics*. 2010-2011
- Proposal reviewer for International TESOL Conventions, 2010

AWARDS

- Columbia University Teachers College, Deans Doctoral Research Fellowship, 2014-2015
- Columbia University Teachers College supplemental scholarship, 2007-2016
- Travel grants for conferences, Department of Arts & Humanities at Columbia University Teachers College, 2011-2012
- Apple Award for best MA essay in Applied Linguistics Program, Teachers College, Columbia University, 2009

OTHER

- Fluent French, Advanced German, and Beginning Spanish
- Black belt in Kajukenbo Kung-Fu, experienced teacher of self-defense