

# AL/TESOL TIMES

**ANNUAL NEWSLETTER OF THE APPLIED LINGUISTICS AND TESOL PROGRAM  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

- 1  
LETTER FROM THE EDITOR
- 3  
THE APPLE LECTURE SERIES  
PRESENTS: DR. WALT  
WOLFRAM
- 5  
THE APPLE LECTURE SERIES  
PRESENTS: DR. EHSAN HOQUE
- 8  
LANSI 2022-2023: A YEAR IN  
REVIEW
- 11  
SLA DOCTORAL STUDENTS  
SHINE BRIGHTLY
- 13  
INNOVATION AND  
INTEGRATION: AN EXCITING  
YEAR OF LANGUAGE AND  
TECHNOLOGY



## Letter from the Editor

While the gloom of the pandemic has lifted, there is one excitement that will never fully be lost on us: meeting someone in person whom we have ever only known virtually. Even at this year's convocation, with students dressed in Columbia blue regalia, chimes of "it's so good to finally meet you!" were overheard in the United Palace Theater.

This joy sums up what is certainly at the heart of the AL/TESOL Program here at TC: the foundational necessity of connection, and the richness that can be found through relationship.

16  
STRENGTHENING ENGLISH  
LANGUAGE PROGRAMMING FOR  
INTEGRATED CONTENT AND  
LANGUAGE INSTRUCTION IN THE  
ALGERIAN HIGHER EDUCATION  
CONTEXT

20  
CELEBRATING ACHIEVEMENTS  
AND BUILDING A LASTING  
LEGACY: THE TC-TUNISIA  
PROJECT 2022

23  
AL/TESOL ROUNDTABLE UPDATE:  
A YEAR OF CONNECTION AND  
FRIENDSHIP

25  
CELEBRATION OF TEACHING  
2023

26  
"CLIMB EVERY MOUNTAIN"  
CIFLTE: THE ACADEMIC YEAR  
2022-23 IN REVIEW

29  
TESOL AND LANGUAGE  
PROGRAM MANAGEMENT  
CERTIFICATE PROGRAMS:  
A YEAR IN REVIEW

33  
CELEBRATING STUDENT  
ACHIEVEMENTS

38  
ALUMNI UPDATES

In this renewed sense of normalcy, a reinvigorated enthusiasm for connection-building is decidedly evident. The camaraderie of this year's newest class of AL/TESOL MA students is just one indication of such. And this infectious energy has spread throughout the program: seasoned students have joined panels to assist newer students in choosing classes, alumni have returned to share their insight and knowledge, and movie nights and lively get-togethers have generated a constant buzz in the department.

While relationship was certainly valued before the pandemic - and became of primary importance when distance pushed us apart - there is a sense of new gratefulness for the connections we are now able to foster in person. And these connections have already proven to reap many benefits: from the blossoming of new ideas, to the fostering of collaboration and precious new friendships. May the relationships that we forge here continue to be fruitful and lifelong.

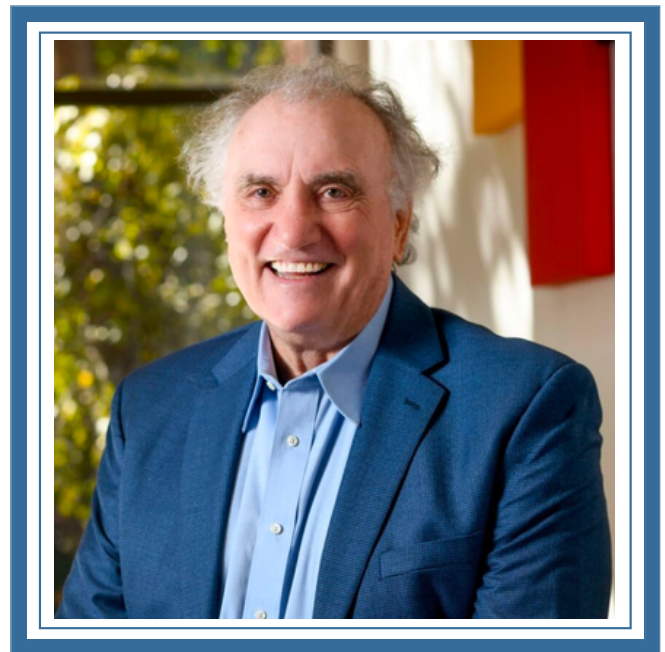
*Rebecca Ericson-Hua (Editor)*

# The APPLE Lecture Series Presents: Dr. Walt Wolfram

*Rebecca Ericson-Hua*

On Friday, March 5, we were delighted to welcome Dr. Walt Wolfram as our first speaker in this year's APPLE Lecture Series. Dr. Wolfram is William C. Friday Distinguished University Professor at North Carolina State University, and has served as President of the Linguistic Society of America. He is the director of the Language and Life Project at NC State and is at the forefront of sociolinguistic research in the US, particularly in regard to social and ethnic dialects. The topic of his lively and thought-provoking lecture was "Linguistic Relevance in Higher Education: Opportunity and Obligation in the Diversity Canon."

Dr. Wolfram began his lecture with a bold claim: that not only is language prejudice a legitimate issue in higher education, but that universities themselves are complicit in reproducing linguistic prejudice. While many higher educational institutions claim to be making great strides when it comes to inclusion, Dr. Wolfram pointed out that speakers of diverse linguistic varieties and accents are frequently discriminated against. This has far-reaching implications; for example, attitudes towards accent can greatly affect students' participation in university life and their sense of belonging in academia. Dr. Wolfram also presented research from his interviews with university faculty, which reflected how linguistic subordination is casually reproduced in the university, often going unnoticed or unchallenged. Dr. Wolfram showed that while linguistic variation is a crucial symbolic manifestation of diversity, it is typically not addressed by diversity initiatives on campus. He proposed that a new approach is necessary to fight linguistic subordination at the root on campus: one that is interdisciplinary and collaborative.



*Dr. Walt Wolfram*

Dr. Wolfram then detailed a variety of ways in which he, his colleagues, and his students have worked to engage students and faculty at NC State on issues of linguistic diversity. For example, videos about language diversity on campus, featuring student and faculty interviews, were incorporated into freshman orientation materials. These videos demonstrated both the pride that students have in their language, and also the discrimination that they have faced as a result of their language. Sessions on the same topic were also incorporated into ENG 101 courses for freshmen, led by student linguistic diversity ambassadors who regularly convene to discuss the topic from a critical perspective. Outside the university, public education was also deemed a top priority; documentaries, oral histories, exhibits, popular books and articles, and social media were all utilized to further engage with the public.

Finally, Dr. Wolfram concluded with a rousing call-to-action for those of us at TC and Columbia University as a whole. He challenged us to investigate whether linguistic diversity is a component of diversity and inclusion efforts, and to think deeply about what should be done to foster a spirit of respect for the diverse language users in our community. In the Q&A portion, we were especially thrilled to hear from Janice Robinson, Vice President for Diversity and Community Affairs at TC, who attended the lecture. She affirmed Dr. Wolfram's commitment to linguistic diversity on campus and encouraged students who were interested in the subject to connect with her further.

### Questions for Columbia University?

- How is linguistic diversity included in the general diversity program?
- Is there a statement on language diversity included in the program, English, ESL, linguistics?
- What can be done specifically campus-wide with respect to education and policy about language?
- How can faculty and students be concretely proactive in this effort?
- How can such a program affect the University?



We are incredibly thankful to Dr. Wolfram for providing us with such a sharp sociolinguistic perspective of the realities of linguistic diversity and subordination in higher education. His lecture gave us all a renewed energy and drive to not just celebrate the linguistic diversity of our community, but to challenge the attitudes and beliefs about language that often go unnoticed. As Dr. Wolfram stated, "Gatekeepers are in the best position to crash the gates."



# The APPLE Lecture Series Presents: Dr. Ehsan Hoque

*Shamini Shetye & Yuhan Shao*

Our second APPLE event welcomed a renowned scholar and computer scientist, Dr. Ehsan Hoque, known for his exemplary work in artificial intelligence, human-computer interaction, and affective computing, a field of study that focuses on developing technologies to recognize, interpret and respond to human emotions. This area of research that measures human emotion is known as affective feedback. Dr. Hoque, Associate Professor of Computer Science at the University of Rochester presented his team's contributions and insights into the research on AI-driven solutions for promoting access and equality in healthcare and education. Through his talk titled, "When can AI improve our social skills?" Dr. Hoque discussed the promising potential of AI to elevate human communication skills, required in educational, professional, and other domains.



*Dr. Ehsan Hoque*

In the APPLE lecture, Dr. Hoque shared his team's vision and work that covered development in AI research over the past fifteen years, an integral part of which was geared to provide a solution to the socio-emotional communication struggles experienced by individuals impaired by anxiety issues and health-related challenges. Dr. Hoque's numerous award-winning contributions to the field have been inspired by his brother's autism and Down syndrome. His project aimed at improving speech intelligibility of individuals with autism led him to develop customized interactive speech-enabled gamified systems. He pointed out that these interventions, which include features primed to individuals' interest levels, have shown potential to engage participants and incentivize them to produce intelligible speech.

Commenting on the endless opportunities these ubiquitous systems allow for practice, he added that these systems eliminate the need to find resources such as specialized trained personnel, which are often expensive or unavailable.



*Dr. Hoque explaining the My Automated Conversation coach (MACH) project.*

The presentation featured other AI-driven interventions developed to empower individuals by strengthening their job-interviewing, public speaking, or conversational skills. Designing interactive tools such as My Automated Conversation coach (MACH) that employ computerized algorithms featuring 3D characters, Dr. Hoque demonstrated that detailed feedback helped learners to improvise their soft skills, while allowing ample practice time to enhance their social skills from the comfort of their homes. Moreover, these AI interventions, developed through extensive research and capable of role-playing as virtual patients, provide a platform for healthcare professionals to enhance their communication. He revealed that the feedback practitioners receive from the systems on aspects such as turn-taking, asking open-ended questions, and speaking rate helps them to hone their skills in delivering sensitive information to their patients, especially the ones in palliative care. Likewise, Dr. Hoque's pioneering inventions such as Collaboration Coach and Speaker Coach, integrated in Microsoft's PowerPoint, have shown the potential to augment participants' group-based conversational skills or their presentation skills. Similarly, other tested models have augmented the possibility of using machine learning and networking to inform educational practices by suggesting appropriate levels of peer support to leverage student creativity. Such models can also be used for advocating fairness in the educational domain when it comes to resourcing educational grants to students.

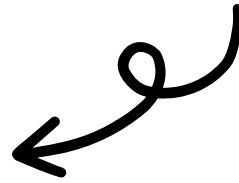
After sharing his insights into the prospective developments in AI in the coming years, Dr. Hoque concluded the talk by addressing questions from the audience. He holds the view that while there are myriad opportunities for what AI can do, we should explore the potential of AI to supplement what humans are able to do.

Dr. Hoque emphasized that his priorities are developing AI systems to train humans and amplify their abilities rather than making AI systems behave like humans. His conviction is that his work and research on AI-driven models based on showing empathy and providing feedback can also be generalized to the world of language education. Our department is developing a specialization in Language & Technology with similar ambitions, and a related research group, both led by Dr. Erik Voss.

*To view the recordings of this year's APPLE Lectures,  
click on the links below.*

"Linguistic Relevance in Higher  
Education: Opportunity and  
Obligation in the Diversity Canon"

Dr. Walt Wolfram



"When can AI improve our  
social skills?"

Dr. Ehsan Hoque



# LANSI 2022-2023: A Year In Review

*Allie Hope King & Lauren Carpenter*

The Language and Social Interaction Working Group (LANSI) had an exciting and enriching academic year! Most notable was the long-awaited return of the beloved annual conference in the fall, but the “LANSI Bunch” has kept up an impressive pace of scholarship as well.

## LANSI 2022

The 10th Annual LANSI Conference, co-chaired by AL/TESOL faculty Hansun Waring, recent Ed.D. graduate Carol Lo, and doctoral students Lauren Carpenter and Allie Hope King, took place at TC on October 14 and 15, 2022. The opportunity to finally hold the historically intimate meeting in person after a two-year hiatus due to the pandemic was greatly welcomed by all, especially as LANSI celebrated its milestone tenth conference.

Over two days, there were 26 paper presentations, two invited lectures, and countless spirited discussions during the Q&As, coffee breaks, lunches around Manhattan, and the Friday night



reception. Altogether, there was work examining interaction in Arabic, Urdu, Catalan, English, French, Spanish, Russian, Chinese, and more. Methods and analytical frameworks included, but were not limited to: conversation analysis, discourse analysis, ethnography, interactional linguistics, language socialization, member categorization, and multimodal interaction analysis. Contexts examined ranged widely from medical appointments to family meals to classrooms to political press conferences. During and after the event as well, several speakers and attendees participated in the signature initiative, Humans of LANSI, the inspiring results of which can still be viewed on Twitter by searching the hashtag #Humansoflansi.





*Doug Maynard and Candy Goodwin*

Two highlights of the conference were the invited lectures. On Friday, Doug Maynard, Professor Emeritus and the Harold and Arlene Garfinkel Faculty Fellow Emeritus from the Department of Sociology at the University of Wisconsin-Madison, treated attendees to an inspired look into the relationship between ethnomethodology and conversation analysis (CA). Saturday's lecture reflected the courage to take on an entirely different complex topic: the end of life. Candy Goodwin, Distinguished

Research Professor of Anthropology at UCLA, examined emails and video recordings of conversations about death as herself and her beloved husband, Dr. Charles (Chuck) Goodwin, prepared for his passing. These two contrasting lectures were met with a mix of emotions and an array of incredibly rich discourse about both the conceptual and technical drivers of our frameworks in studying language and social action, as well as the broader implications of human

experience. When even seasoned scholars experience epiphanies about challenging concepts in their field, or when there is not a dry eye in the house after an academic talk, one knows they are witnessing something special. Many attendees left with a heightened charge to engage in the work of uncovering the tacit ways in which we make sense of our world and share that with those around us.



## LANSI BUNCH ACHIEVEMENTS

In addition to participating in productive and thought-provoking monthly data sessions on Zoom with attendees from all over the world this year, the LANSI Bunch doctoral students and their dedicated leader, Professor Waring, have collectively gotten several academic feats under their belt. Overall, the group accumulated seven conference presentations, twelve publications, and five grants and awards (actually, all five were won between Sean Hughes and Mark Romig, so there must be something special about the air in the AL/TESOL Program office where they spend much of their week!).

We hope to see the AL/TESOL community (and all your friends) at the 11th LANSI conference, which will meet on October 13 and 14, 2023!!

**To view the 2022 conference photos, please visit our Facebook page at [www.facebook.com/LANSITeachersCollege](https://www.facebook.com/LANSITeachersCollege).**



**For more information on LANSI data sessions and the conference, please visit [www.tc.edu/lansi](http://www.tc.edu/lansi).**





# SLA Doctoral Students Shine Brightly

**Ashley Beccia**

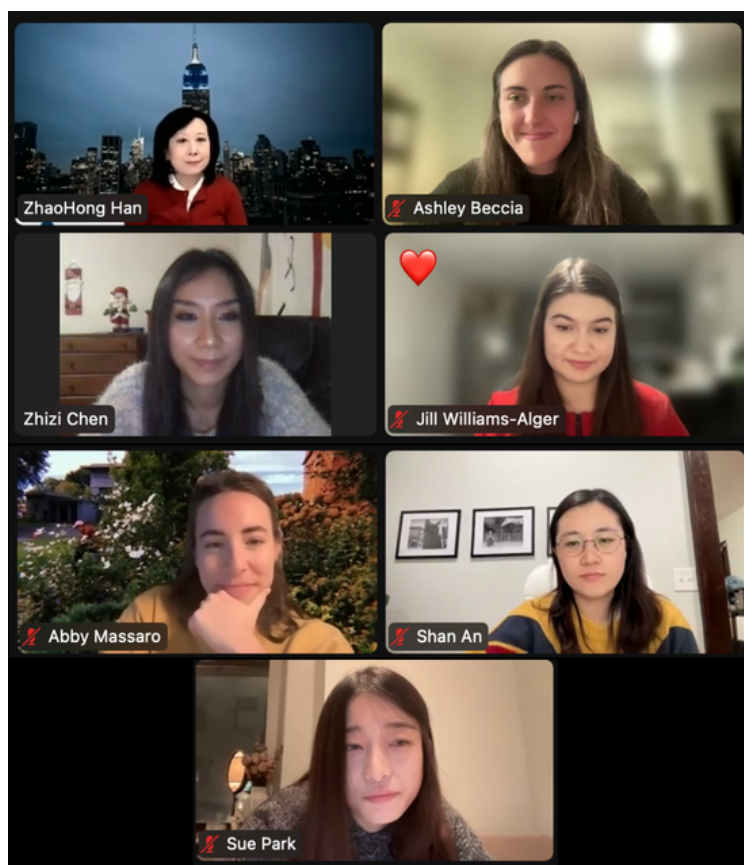
The Second Language Acquisition Doctoral Seminar (SLA Doc Sem) of the AL/TESOL Program has much to celebrate, with its students shining brightly in the academic world through numerous accomplishments. Read on for exciting updates!

## Welcoming New Members

In fall 2022, the SLA Doc Sem warmly welcomed two new members, Zhizi Chen and Jill Williams-Alger.

Zhizi (ZZ) holds a Master of Science in Education from the University of Pennsylvania and has a strong background in teaching in higher education, including lecturing at Nanjing University of Aeronautics and Astronautics and serving as an adjunct instructor at Elon University. Her research interests include vocabulary acquisition, individual differences, and task-based language teaching (TBLT).

Jill received her Master of Arts in Teaching from Lee University, concentrating in ESL and French education. She has fulfilled various roles at the University of Tennessee at Chattanooga, including adjunct ESL instructor, and is currently a Community Language Program (CLP) Teaching Fellow at TC. Her research interests involve language learning anxiety, psycholinguistics, and SLA in secondary and higher education.



## **Forum Published in SALT**

Multiple members of the SLA Doc Sem contributed to *Complex Dynamic Systems Theory in Second Language Acquisition: Exploring Concepts and Unpacking Constructs*, a forum published in SALT's fall 2022 issue. Shan An and Ashley Beccia co-edited the forum, which involved selecting the forum's topic, coordinating and providing feedback on the authors' contributions, and writing an introduction.

The forum featured a total of five papers, with seminar members focusing on different aspects of the topic: Ashley wrote about attractor states, Shan explored self-organization, Zhizi examined variability and fractality, and Abby Massaro investigated the ergodicity problem in SLA. Additionally, the fifth paper was contributed by Shamini Shetye, an Ed.M. student in the AL/TESOL Program, who wrote about the interconnected nature of learner language.

## **Collaborative Research**

Over the past year, Shan, Ashley, Zhizi, and Abby, along with other AL/TESOL students and alumnae, engaged in a collaborative research project titled "Advancing CDST research: An

exploration of co-adaptation in ecosystems," spearheaded by Professor ZhaoHong Han. The researchers worked in partners to analyze a longitudinal dataset for evidence of co-adaptation, or linguistic synchrony. From September 2022 to January 2023, the researchers met on a monthly basis to discuss their ongoing analyses and share their findings.

As the researchers finish their projects, they have begun disseminating their findings through a number of channels. For example, throughout the spring 2023 semester, Ashley has been collaborating with AL/TESOL alumna Dr. Adrienne Lew and Professor Han on a manuscript to submit to an academic journal this summer.

## **End-of-Semester Celebration**

Continuing an SLA Doc Sem tradition, a celebration co-hosted by Jill and ZZ marked the end of the fall semester. The December event featured a variety of activities, ranging from light-hearted icebreakers to deeply inspirational moments, such as the exchange of thoughtful notes among seminar members. These notes demonstrated the camaraderie that



has blossomed within the seminar. The celebration concluded with poignant remarks made by Prof. Han, who discussed her sabbatical from January to August 2023, among other things.

In closing, the SLA track doctoral students have demonstrated their dedication and passion for second language acquisition through their academic achievements, collaborative research, and strong sense

of community. As they continue to shine and contribute to the field of applied linguistics, their collective impact is a testament to the AL/TESOL Program's success in fostering the next generation of outstanding scholars and practitioners.

## **Innovation and Integration: An Exciting Year of Language and Technology**

*Yining Xu, Yicun Deng, and Yuhan Shao*

In the Applied Linguistics (AL) program, our Language and Technology (L&T) specialization emphasizes the diverse applications of technology across various areas of study in AL. In Second Language Acquisition, technology streamlines the automated annotation of language features and quantification of linguistic complexity. Within Second Language Assessment, it supports online proctored assessments, corpus-based test item development, automated speech recognition and assessment, and automated essay scoring. Concerning Language Use, technology assists in transcribing multi-modal language use and developing dialog systems. The L&T specialization organizes this highly interdisciplinary field into four main areas—text, speech, vision, and corpus—forming our vision for the future of language teaching, testing, and learning. In this newsletter, we are delighted to share updates on our Language and Technology courses, the progress of the research group highlights from the recent Language and Technology Open House event, and updates about our upcoming 2023 Artificial Intelligence Research in Applied Linguistics (AIRiAL) Conference.



*Dr. Erik Voss announcing research areas in the Language and Technology Specialization*

The two foundational L&T courses in the Applied Linguistics and TESOL program, Corpus Linguistics and Computational Linguistics, offer different focuses within language technology. In Corpus Linguistics, students learn to use, develop, and analyze corpus data, applying the insights gained to language teaching activities and language test items. In Computational Linguistics, students explore various techniques to process and analyze language data automatically, culminating in the

creation of an automated L2 essay scoring system. L&T courses not only teach students about technology but also provide a theoretical background and practical applications in the field of applied linguistics.

Led by Dr. Erik Voss, the AL & TESOL Language & Technology Group (L&TRG) unites master's and doctoral students interested in the intersection of language, technology, and applied linguistics. Focusing on four core areas—vision, audio, text, and corpus—the research group analyzes, develops, and implements AI technology in applied linguistics. Despite the seemingly high technical requirements, most members are newcomers to this interdisciplinary field, deepening their understanding through collaborative study and research.

In February, L&TRG hosted the Language and Technology Open House 2023, a dynamic three-part event. Dr. Erik Voss introduced the new Language and Technology specialization for Ed.M. and Ed.D. students, with L&TRG members presenting their research interests within the text, speech, vision, and corpus framework. Following this, members showcased cutting-edge virtual reality, automated speech recognition, speech-to-text, corpus, NLP, and AI tools across



*Participants exploring VR classroom at the Vision Table of the L&T Open House 2023 (Photo by Kedi Mo)*

four interactive demonstration tables. The event concluded with two beginner-friendly workshops on NLP and Corpus Linguistics, fostering lively discussions among professors, students, and working professionals from various fields about technology's potential in research and classrooms.

The group has embarked on a three-year project called the multi-modal Applied Linguistics & TESOL Corpus (ALTEC), which focuses on collecting authentic language use (written language, spoken language, facial expressions, and body language) within its spatiotemporal context in language classes. By gathering data from language classes across seven distinct proficiency levels in the Community Language Program (CLP) at TC, the project aims to create a comprehensive, longitudinal multi-modal dataset for TESOL/AL researchers. In addition to audiovisual recordings of adult English classroom instruction, the corpus includes written essays from CLP's placement exams. This semester, the group has recorded over 40 hours of CLP classes at two levels (elementary and upper intermediate) and has begun transcribing the multi-modal data.

For the coming fall, we are organizing an Artificial Intelligence Research in Applied Linguistics (AIRiAL) conference to discuss the future of AI technology in applied linguistics: Over the past year, groundbreaking advancements in NLP, such as the development of Large Language Models like GPT-4, have led to the creation of innovative, multimodal AI tools potentially revolutionizing language teaching classrooms. To tackle the new challenges and opportunities, AIRiAL calls for scholarly discussions on Artificial Intelligence research in Applied Linguistics (e.g., Natural Language Processing, Speech Technologies, Computer Vision, and Biometrics).

Ending this newsletter with some exciting news, we are thrilled that Yuhan Shao, one of the earliest members of the L&TRG, received an APPLE award in our program for her MA project. Her work focused on Automated Speech Recognition (ASR) technologies and their application in second language assessment. Congratulations, Yuhan! As the field of language and technology continues to evolve and prosper, we eagerly anticipate the announcement of more L&T courses, research opportunities, and events. We warmly welcome peers with a research interest in L&T to join our growing research group.



*APPLE winner Yuhan Shao  
(Photo by Yining Xu)*



# **AL/TESOL AROUND THE WORLD**

## **Strengthening English Language Programming for Integrated Content and Language Instruction in the Algerian Higher Education Context**

***Prof. Emeritus James E. Purpura, Brian A. Carroll, & Kimberly Tan***

In collaboration with the U.S. Department of State, the Columbia University Global Center in Tunis, the Algerian Ministry of Higher Education and Scientific Research, and the Office of Global Education at Teachers College, three professors and two doctoral students in Applied Linguistics and TESOL program at TC have been engaged in the implementation of a state-of-the-art English language certificate program for in-service faculty at universities across Algeria. This professional development initiative is organized

around the teaching of integrated content and language (ICL) for subject matter faculty (e.g., biologists), language teacher educators, and English for Specific Purposes (ESP) instructors across the campuses. In the ICL instructional approach, the focus is not just on the development of linguistic resources, as is commonly the focus in Algeria, but also on the simultaneous development of topical or disciplinary understandings needed to display real-world professional competencies such as using collaborative problem-solving skills to jointly give a presentation or



write a professional report. The motivation behind the re-envisioning of English language programming in the Algerian higher educational context came from a government mandate to not only enable a more competitive workforce than currently exists, but also to provide Algerians with the linguistic means to showcase their professional output on the world stage. A distinguishing feature of the current initiative is its organization around teams in which language teacher educators and ESP instructors work collaboratively with subject matter faculty first to identify competencies in the disciplines that could serve as valued targets of disciplinary instruction, and then to identify and teach the ICL resources needed to communicate effectively within a specific disciplinary community.

The ultimate goals are to have Algerian content instructors deliver their courses in English and to anchor ICL to the disciplines through communities of practice. The curriculum is framed around a learning-oriented approach to education (Purpura & Turner, 2018), which makes explicit the critical role that contextual, topical, linguistic, instructional, socio-cognitive, social-interactive, affective, and technological factors play in situated

language use and conjointly in the engineering of instruction, learning, and assessment.

The professional development initiative was funded by two State Department grants. The first entitled, Strengthening English Language Programming for ESP Educators in Algeria (PI: Professor Emeritus James E. Purpura, \$475,000)



*TC and Algerian standing committees at the Roundtable lunch in May 2022.*

started in October 2020 and goes until August 2023. The grant began with the creation of a Conceptual Framework for the initiative, co-authored by the TC team and the Algerian Standing Committee. This was followed by a comprehensive Domain Analysis surveying the three faculty groups across Algeria of their current professional practices, their perceived need to teach these practices, and their ability to teach them in English. This was followed by five months of instruction, involving two cohorts of faculty participants.

The second grant entitled, "Strengthening English Language Programming for Educators in Algeria by Means of a Learning-Oriented Approach to Integrated Content and Language Instruction and Assessment" (PIs: Professor Emeritus James E. Purpura and Dr. Vivian Lindhardsen, \$300,000), started in October 2022 and goes until November 2024. This grant offers ICL instruction to a third cohort. Then, in spring 2024, it will offer a higher-level specialized course on ICL assessment in the Algerian context. Finally, this initiative will formalize the creation of ICL communities of practice through web-based resources and a program of professional development webinars.

The certificate program involves four related modules. The first, entitled Contextualizing Integrated Content and Language Instruction in Higher Education through a Learning-Oriented Framework, has been taught by Professor Emeritus James E. Purpura. Ms. Donna Brinton teaches the second module entitled, Fundamentals of Integrated Content and Language Instruction in Higher Education. Professor Erik Voss provides instruction on Corpus Analysis of Thematic Resources in the third module. The fourth module, entitled, Introduction to Assessment of Integrated Content and Language in Higher Education, is taught by Professor Emeritus Purpura and Dr. Vivian Lindhardsen. The course culminates with a comprehensive Capstone Project, a Roundtable Presentation, and a Poster presentation.



*AL/TESOL team at Algerian Roundtable in May 2022. L-R: Mr. Brian Carroll, Ms. Donna Brinton, Professor Emeritus James Purpura, Ms. Kimberly Tan.*

At the completion of the first cohort in Spring 2022, the TC delegation (Prof. Purpura, Ms. Brinton, Mr. Carroll, and Ms. Tan) was invited by the Algerian Standing Committee to help organize a two-day Roundtable held in Algiers, Algeria at the end of May. In addition to presentations by the TC team and some Standing Committee members, the event allowed participants in the professional development course to present their work, showcasing some aspects of their Capstone Project.

A highlight of the Roundtable was the final day when the US ambassador (Elizabeth Moore Aubin) (a graduate of Barnard College) and a representative from the Algerian Ministry of Higher Education and Scientific Research (Prof. A. Bentelis) provided insightful and inspiring remarks about the English initiative and its importance to Algeria. The Roundtable closed with participants being given their certificates.

The instruction for the first grant has just ended with a second cohort of participants. Currently, an online Roundtable is being organized by the Algerian Standing Committee for early July 2023. Instruction for the second grant begins at the end of April 2023 with a third cohort of participants.

The TC professional development initiative has been met with a great deal of enthusiasm by both the U.S. Department of State and the Algerian Ministry of Higher Education and Scientific Research. This was evidenced by an invitation from the State Department at the end of the first year to compete for a second grant, which was obviously funded. Aside from a third round of ICL professional development and a new course on assessment, the second grant will establish a permanent structure to support ICL education well-beyond the current project agreements via online resources. The TC team is looking forward to another productive year, and especially to working collaboratively alongside our Algerian counterparts to help strengthen English language education in the Algerian higher education context.



*AL/TESOL team at Algerian Roundtable in May 2022.*

*L-R: Professor Emeritus James Purpura, US Ambassador to Algeria Elizabeth Moore Aubin*



# Celebrating Achievements and Building a Lasting Legacy: The TC-Tunisia Project 2022

***Ashley Beccia***

The TC-Tunisia Project, directed by Professor ZhaoHong Han, was a two-year initiative designed to enhance English language instruction for young learners in Tunisia. Working alongside Professor Han, Ed.D. student Ashley Beccia served as the Project Assistant, helping to facilitate the program. This project focused on developing effective teacher trainers and supervisors, crafting a vision plan for foreign language education, and creating a national blueprint for professional development. Two cohorts engaged in a series of synchronous modules, including a planning and assessment module taught by Dr. Vivian Lindhardsen, and completed a capstone project.



*Project participants and staff at the Columbia University Global Centers | Tunis*

## ***Wrapping Up the Learning Modules***

The 2022 cohort finished the last learning module of the project in October. In the module, titled “Teaching as a Science,” participants built upon the knowledge gained from the previous three modules. Focusing on task-based language teaching (TBLT) and practitioner research, the module aimed to demonstrate that teaching is not just an art and a craft, but also a science, while fostering participants’ skills in evidence-based pedagogical practices. In addition to twelve synchronous Zoom sessions,



participants completed weekly reading journals and two projects: one group project on designing pedagogic tasks for young learners, and another individual or pair project on developing an exploratory research proposal.

## ***Impact Analysis: TC Delegation Travels to Tunisia***

The TC delegation, including Dr. Han, Project Instructors Dr. Vivian Lindhardsen and Ms. Donna Brinton, and Project Assistant Ashley Beccia, visited Tunisia from October 24 to November 4 to assess the impact of the TC-Tunisia Project and provide additional support to participants. They observed lessons at primary schools and institutes of higher education, conducted focus group interviews, hosted academic roundtables, and provided capstone project coaching. The delegation also had productive meetings with the U.S. Embassy in Tunisia and the Tunisian Ministry of Higher Education and Scientific Research.

The team visited three regions across Tunisia: Gafsa, Sbeitla, and Jendouba, observing lessons, engaging in discussions with participants, and visiting local archaeological sites. Academic roundtables were held at the Columbia University Global Centers | Tunis, where year-two participants also received coaching on their capstone projects. The field trip was a great success and culminated in a fruitful meeting with the chargée d'affaires at the U.S. Embassy in Tunisia, Natasha Francesch, who was leading the embassy at the time as no ambassador was in position.



*Professor Han and Ashley Beccia  
at the archeological site Snad  
Jbal in Gafsa, Tunisia*

***To read more about the positive impact that the project has had on Tunisia, including its developing economy, check out the story the TC Newsroom published earlier this year by clicking [here](#).***

## End-of-Year Events

As the TC-Tunisia Project concluded its second year, end-of-year events showcased the achievements of the participants. In December, the two-day TC-Tunisia Symposium on Teaching English to Young Learners highlighted the hard work of participants with presentations on various aspects of English teaching and learning, engaging discussions, and a keynote talk by Dr. Annamaria Pinter from the University of Warwick on technology-mediated task repetition.

The festivities continued with the graduation ceremony for the 2022 cohort on December 9, featuring heartfelt speeches from project faculty and staff, representatives from the U.S. Embassy in Tunis, Columbia University Global Centers | Tunis, and project participants. The ceremony not only celebrated their accomplishments but also marked the beginning of a promising new chapter for all involved in the project.

## Exploratory Practice Research

The TC-Tunisia Project's legacy endures, with the Exploratory Practice Publishing Project serving as a prime example of its lasting influence. Both cohorts' members have been invited to participate by

## Documentary: A Look Back on 2022

Ashley Beccia crafted a 50-minute documentary to capture the array of unforgettable moments experienced throughout the year. From Professor Han's opening remarks during the orientation session in January to the engaging questions posed by instructors during the four learning modules, and the jubilant celebration at the graduation in December, the documentary serves as a cherished record of the participants' growth and accomplishments.



To relive the journey, you can watch the documentary by [clicking here](#).

submitting empirical reports on their exploratory practice research studies, underscoring the crucial role of teachers as researchers. Ashley Beccia and Professor Han are collaborating as co-editors to ensure a well-organized publishing process that benefits the international English as a foreign language teaching community. Keep your eyes peeled for more information about this special publication in fall 2023!

## ***A Lasting Impact on English Language Education***

The TC-Tunisia Project has profoundly impacted English language education in Tunisia by empowering local educators and fostering a community of practice across the country. As the project's legacy continues through the Exploratory Practice Publishing Project and the ongoing work of its graduates, the impact of the TC-Tunisia Project will undoubtedly be felt for years to come. This project exemplifies the power of collaboration, dedication, and innovation in shaping the future of English language education.

# **AL/TESOL Roundtable Update: A Year of Connection and Friendship**

***Emmalee Mills***

Roundtable has had an exciting and busy year! We welcomed seven new members who quickly stepped up to the plate to fulfill officer roles and oversee the group. We give a special shoutout to our co-presidents, Julia Ciccaglione and Yiwen Sun for their hard work in leading the group and making sure everything runs smoothly!



*Roundtable officers with advisor, Dr. Howard Williams*





We started the year off with a bang with our program-wide Halloween party, complete with candy, music, and a heated but hilarious trivia game. In the fall, we had our first speaker series where we invited past alumni from the AL/TESOL Program to speak to current students about the career paths they've taken and how to plan for post-graduation. To celebrate finals and winter break, we threw our annual Holiday Party for staff and students complete with a potluck, live music, and heartwarming fellowship.



In spring semester, we had a movie night, a registration meet-up to advise first-year students on classes to take in the fall, and will end with an abstract writing workshop led by our professors.

It has been a wonderful year of friendship, planning for the future, and academic support. Roundtable members thank all of our fellow students for attending our events and supporting the group.

Finally, we look forward to continuing Roundtable events in the fall. Please email us ([tesol.alroundtable@gmail.com](mailto:tesol.alroundtable@gmail.com)) if you're interested in joining!

**For updates from the AL/TESOL Roundtable Team, follow them on Instagram at [@tesol.alroundtable](https://www.instagram.com/tesol.alroundtable).**



# Celebration of Teaching 2023

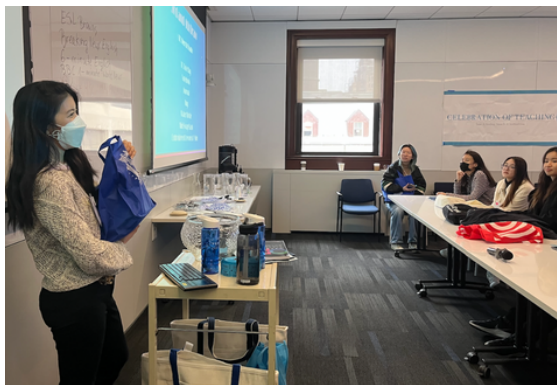
*Julia Ciccaglione*

CoT was founded with the goal of spreading the joys of teaching through collaborative exchange between current and future generations of educators. Every year, the team plans a conference that embodies our mission statement: “See it Today, Teach it Tomorrow,” where participants experience real pedagogy strategies that link with the theory discussed in classes.



The 2023 Celebration of Teaching Conference was held on Saturday, April 1st from 9am to 3pm at Teachers College. This year’s theme was “Engagement and Participation in the Language Classroom.” Keynote speaker and AL/TESOL Alumna Heather Tatton-Harris shared how she and her instructional team engaged adult ESL learners in numeracy and math initiatives. Then, there were several demo lessons from TC students, NYU students, and current teachers that exhibited effective,

practical, and/or unique ways to engage every learner in a language classroom. These demo lessons included strategies such as QFT questioning techniques, total participation techniques, play-based learning, teaching introductions, using images to promote learner engagement, and more. The conference finished with a raffle for all attendees and presenters, where winners received instructional materials and TC merchandise. Feedback from conference attendees was positive, with attendees describing an engaging and interesting learning experience. Thank you to everyone who made this conference a success, and we hope to see you all next year!



# "Climb Every Mountain" CIFLTE: The Academic Year 2022-23 In Review

*Abby Massaro & Dr. Wai Man Adrienne Lew*

As the 2022-23 academic year draws to a close, the Center for International Foreign Language Teacher Education (CIFLTE) is joyfully celebrating the achievements of its students from the Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL), who just completed their year-long experience in the program.

Over the past year, CIFLTE has provided high-quality instruction to the students attending its flagship Certificate Program.

Students have shown tremendous growth in their Chinese language teaching skills, having completed two semesters of instruction in Chinese educational linguistics; Acquisition, Pedagogy, and Assessment; and teaching practicum. The TCSOL Certificate program provided comprehensive instruction on teaching Chinese to learners and features coursework in both theoretical and practical domains. The practicum, as a core part of the program, also allowed students to both observe and teach in Chinese classes at Columbia during the fall semester; in the spring semester, students were able to work with and teach their own Chinese learners.

In addition to a schedule of academic classes and teaching experience, the past year has been marked by the Center's participation in a number of scholastic and social events. Following the start of the academic year in September, the TCSOL



*A word cloud highlighting the essence of the TCSOL Certificate Program*



Certificate Program joined in the observance of International Education Week—held in mid-November—by organizing a panel discussion on the theme “The Role of the Teacher in the Chinese Language Classroom.” Panel speakers outlined the evolving role of the language instructor in Chinese classes, addressing how technology and language acquisition research (among other factors) have informed this shift in the teacher’s role.

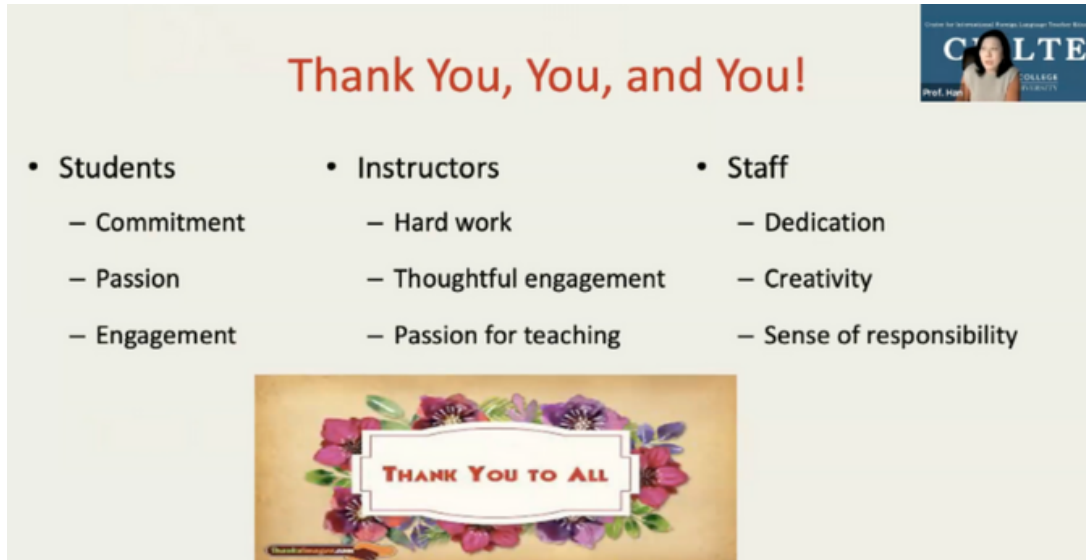
In early spring, TCSOL program students and alumni made time to come together to celebrate the start of the Year of the Rabbit at the Center’s annual Lunar New Year event. Here, attendees read stories, played games, and sang songs to mark the occasion (see photos below).



Just a week later, the Center hosted an international symposium on using stories and storytelling in second language pedagogy; at the symposium, language teachers and researchers presented their perspectives, experiences, and empirical findings on the theme, with a final keynote presentation given by renowned scholar Sandi Mourão, PhD (bottom right).



The program closed out its academic year on Thursday, May 11 with the TCSOL students' completion of their capstone projects. The capstone projects allowed students to showcase their development of instructional tasks for Chinese language learners, which students had created using task-based language approaches. The program students were recognized for their accomplishments at the graduation event the following day; the event was attended by TCSOL students, staff, instructors, and the Center Director, Prof. ZhaoHong Han (top right):



**Thank You, You, and You!**

**• Students**

- Commitment
- Passion
- Engagement

**• Instructors**

- Hard work
- Thoughtful engagement
- Passion for teaching

**• Staff**

- Dedication
- Creativity
- Sense of responsibility

**THANK YOU TO ALL**

Center for International Foreign Language Teacher Education  
**CILTE**  
COLLEGE OF INTERNATIONAL LANGUAGE TEACHER EDUCATION  
Prof. Han

Upon their graduation, members of the TCSOL cohort shared their invaluable experiences and takeaways with the audience:

*"I have learned so much about Chinese language and culture, not to mention my teaching skills! I am now confident that I can teach Chinese effectively to students of all ages and levels. I am grateful to the program's instructors for their expertise and guidance. To my fellow cohorts, I thank them for their support and encouragement. I would highly recommend this program to anyone who is interested in teaching Chinese."*

-YUSHAN

*"I am grateful for the program's focus on both theoretical and practical aspects of Chinese language teaching. The theoretical courses have helped me understand the principles of language acquisition and how to integrate them into my teaching. The practicums have allowed me to practice my teaching skills in a supportive environment. I look forward to making a positive impact on the lives of my students."*

-FIONA





Check out [this “You Raise Me Up” video](#) for more experience-sharing from the TCSOL Certificate Program graduates.

*If you are interested in the TCSOL Certificate Program, learn more and apply by clicking [here](#).*

# TESOL and Language Program Management Certificate Programs: A Year in Review

**Yuna Seong**

This has been an exciting and productive year for the two certificate programs, the TESOL Certificate Program (TCP) and the Language Program Management Certificate (LPM). We are excited to share some recent news about each of these programs.

## **The TESOL Certificate Program (TCP)**

This year the TCP welcomed a new instructor, Dr. Donna DelPrete, who is now at the helm of the program’s foundational course – Classroom Practices and Practicum. Donna had served as a senior teaching mentor in the program for years before taking on her new role. We are incredibly fortunate to have her lead and mentor our students. Below are our graduates from Summer 2022 and Spring 2023.



# TESOL Certificate Program

Check out our students and instructors throughout the Summer 2022, Fall 2022 & Spring 2023 Terms!





The TCP has also introduced two new professional development workshops for TCP students, alumni, and AL/TESOL students. There is one more workshop available before the end of the summer. Admission is free for AL/TESOL students, so take advantage of this great professional development opportunity this summer and receive a certificate of completion!

**Pronunciation: Building Autonomy While Teaching the Skills (In person)**  
**Saturday, July 29, 2023; 10am – 3pm (ET)**

This workshop focuses on incorporating pronunciation into ESL/EFL classrooms and gives participants tools and resources to help students improve their pronunciation outside of the classroom. The beginning of the workshop covers teachable pronunciation skills and suggestions for incorporating them in your classroom. In the second half of the workshop, participants will learn methodologies and activities that will help to build autonomy in ESL students looking to improve their pronunciation. Participants will work in small groups to create “pronunciation portfolios” that they can transfer to their own classrooms.

One of the things that makes the TESOL Certificate Program special is our incredible community of alumni! In order to strengthen our incredible alumni network and celebrate being in-person after the long pandemic, we hosted a reunion event called "The Reunion: An Evening of Celebration, Connection and (Re)Connection" last summer. We welcomed TCP alumni from across the years (from 1999 to 2021) back to campus to offer them an opportunity to reconnect and form new friendships. It was an evening to remember, and we hope to provide another event like this in the near future. Pictured are a few highlights from the event.



# The Language Program Management Certificate Program (LPM)

The LPM an all-online certificate program for current and aspiring language program administrators. Launched in 2021, the LPM just celebrated its third cohort from LPM 2023.

The LPM runs every spring from January to May, and over the course of three years, over fifty students have attended and successfully obtained their certificates. Some have moved on to pursue careers in language program administration, and others have utilized the knowledge and tools they have gained from the program to launch exciting new curriculum development initiatives in their own language teaching organizations.

If you are a TESOL professional interested in taking your professional skills to the next level, the LPM is a perfect program for you. The LPM online courses introduces core aspects of language program management: program administration, teacher supervision, curriculum development, program evaluation, and student recruitment.

Applications for LPM 2024 are now open, and the program will start on January 8, 2024. Check out our website by clicking [here](#), and if you have any questions about the program, email us at [lpm@tc.columbia.edu](mailto:lpm@tc.columbia.edu).



**Language Program Management Certificate**  
**Student Testimonial**

★★★★★

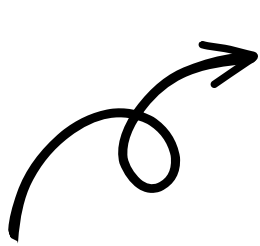


*"Although I have worked as a program administrator for almost 4 years, this program has helped me gain formal training and fully understand the big picture and steps for successful team and program management. It is perfectly designed to walk you through all important aspects of language program management: administration, curriculum design, teacher supervision, and accreditation.*

*I highly recommend it to all teachers and program administrators, even the experienced ones"*

*Jovana Zivkovic*  
LPM 2022 Cohort





# CELEBRATING STUDENT ACHIEVEMENTS

## Completed Dissertations

**Natalia Veronica Saez, “Prepositions and Metaphorical Thinking in English as a Second Language by Intermediate and Advanced Learners with Spanish as Their First Language” (Dissertation Advisor: Dr. Peter Gordon)**

**Yuna Seong, “Using a Scenario-based Assessment Approach to Examine the Cognitive Dimension of Second Language Academic Speaking Ability through the Assessment of an Integrated Academic Speaking Competency” (Dissertation Advisor: Dr. James E. Purpura)**

**Haimei Sun, “The Effects of Reading Task Complexity on L2 Learners’ Content Learning and Language Use; A Process-Product Approach” (Dissertation Advisor: Dr. Peter Gordon)**



# Presentations, Publications, Awards, And More!

## APPLE Award - Best Student MA Projects

Michelle Pan, "An Analysis of Musical Application Research in Second Language Pedagogy"

Yuhan Shao, "Automated Speech Recognition (ASR) Technologies and their Application in Second Language Assessment"

Rory Sixberry, "Language Revitalization: Analyzing The Teaching of Endangered Languages in the Classroom"  
(Teacher Development Paper Special Recognition)

### **Faneslow Award for creativity in lesson and curriculum planning**

Chanyoung Park, "TBLT-based English Language Curriculum"

Odette Wang,  
"Argumentative Writing  
with 'Liking What You  
See'"

## More Student Achievements

Cicely Rude - Review, "Contexts of Co-Constructed Discourse: Interaction, Pragmatics, and Second Language Applications by Lori Czerwionka, Rachel Showstack, and Judith Liskin-Gasparro (Eds.)" (SALT Journal, May 2023)

Cicely Rude - Presentation, "Other-Initiated Repair as a Vehicle for Challenging Truthfulness in an Adult ESL Classroom" (LISO, May 2023)

Yiwen Sun - Presentation, "Socializing Attention at the Dining Table" (LANSI Conference, October 2022)

Yiwen Sun - Presentation, "Attention Deficit Hyperactivity Disorder and Comprehension in Shared Reading: The Moderating Effects of Verbal Interactions and E-Book Discussion Prompts" (AERA, April 2023)

Yiwen Sun - Presentation, "Home Literacy Practices and Bilingual Development in Chinese-Speaking Families" (AERA, April 2023)

# SLA Achievements

Though the SLA Doc Sem is on hiatus due to Prof. Han's sabbatical, the members of the seminar have been hard at work throughout the spring semester, with their achievements including but not limited to:

- ★ Abby and ZZ, alongside Dr. Lew, co-chaired and co-hosted the 2023 Teachers College Columbia University Roundtable in Second Language Studies (TCCRISLS), a two-day event in February that featured presentations by professors, researchers and graduate students from across the world.
- ★ Ashley presented her pilot study, "The Effects of Task Complexity and Task Motivation of Young EFL Learners' Use of Questions," at the American Association for Applied Linguistics (AAAL) Conference in Portland, Oregon, in March.
- ★ Shan presented her research project, "Language Complexity in Intercultural Communication: A Case Study" at the International Association of Teachers of English as a Foreign Language (IATEFL) Conference at Harrogate, England, in April.
- ★ Sue has completed a revision of her pilot study, "Digital Task-based Incidental Vocabulary Acquisition," and has been co-authoring a paper for publication with Dr. Sarah Sok and Prof. Han.
- ★ Abby has been actively preparing for taking her certification exam in June.
- ★ Jill successfully completed her first academic year of studies at TC, has made invaluable contributions to the Community Language Program by participating in a curriculum project and assisting with placement tests, and has begun writing her A&HL 5507 research paper in applied linguistics.
- ★ Prof. Han has produced three publications:  
  
Han, Z-H. & Bao, G. (2023), Critical period in second language acquisition: The age-attainment geometry. *Frontiers in Physics*, 11. <https://doi.org/10.3389/fphy.2023.1142584>  
  
Han, Z-H. (2023). In English medium instruction you can walk and chew gum. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1134982>  
  
Han, Z-H., Kang, E., & Sok, S. (2022). The complexity epistemology and ontology in second language acquisition: A critical review. *Studies in Second Language Acquisition*, 1-25. <https://doi.org/10.1017/S0272263122000420>

# ***LANSI Achievements - Presentations***

Carpenter, L. B. (2023, March) The collaborative achievement of reflection in post- observation conferences that implement an interventionist conversation-analytic framework. Paper to be presented at the American Association for Applied Linguistics Conference (AAAL), Portland, OR.

Frantz, K. K. (2023, March). “That is the point I want to attack”: Socializing academic criticism in L2 writing consultations. Paper to be presented at the American Association for Applied Linguistics Conference (AAAL), Portland, OR.

Frantz, K. K. (2023, June-July). Give me a hint: A study of candidate answer management during online collaborative crossword puzzle play. Paper to be presented at the International Conference on Conversation Analysis (ICCA), Brisbane, Australia.

Hughes, S. (2022, April) Snapping as a resource for endorsing a critical stance. Paper presented at International Linguistics Association 66th Meeting, Rutgers University, NJ.

Hughes, S. (2022, October) Socialization of appropriate classroom behavior: A micro-longitudinal conversation analytic account. Paper presented at the Digital Meeting for Conversation Analysis, Virtual.

Hughes, S. (2023, March) “She was kind of androgyny person”: The use of grammatical gender in a transgender student’s coming-out narrative. Paper to be presented at EnACE: The 4th Annual Meeting of Conversation Analysts in Brazil, Federal University of São Paulo, Brazil.

Hughes, S. (2023, July) The construction of gender identity in a transgender coming-out narrative: A conversation analytic account. Paper to be presented at International Gender and Language Association (IGALA) 12th Annual Meeting, University of Queensland, Brisbane, Australia.

King, A.H. (2023, March). Didactic dyads: Socializing gifted kindergarteners through co-teacher talk. Paper to be presented at the American Association for Applied Linguistics Conference (AAAL), Portland, OR.

Lo, C. H. Y. (2022, November). Doing being doting grandparents: How grandparents convey affection in video calls. Paper presented at Digital Meeting on Conversation Analysis (DMCA).

Romig, M. & Ediger, A. (2023). Grammatical knowledge and word knowledge: The hole in corrective feedback. Paper presented at the TESOL 2023 International Convention and Language Expo (online).

Yu, D. (2022, November). Managing misinformation at US political town halls. Paper presented at the 2022 Digital Meeting for Conversation Analysis (DMCA).

Yu, D. (2022, March). Victimized us vs. dangerous them: Perpetuating divisiveness at US political town halls. Paper presentation as part of the panel Critical Conversation Analysis at the American Association for Applied Linguistics Annual Conference (AAAL), Pittsburg, PA.



# **LANSI Achievements - Publications**

Frantz, K. K. (2022). "It's not scientific enough": Analyzing the development of academic criticism in a graduate student writer. *Studies in Applied Linguistics and TESOL*, 22(1).  
<https://doi.org/10.52214/salt.v22i1.9897>

Frantz, K. K. (March 2022). [Review of the textbook series *Campus Talk: Effective communication beyond the classroom*, by S. Dushku and P. Thompson (Eds.)]. *Language Magazine*.

Hughes, S. (2022). Socialization of appropriate classroom behavior: A micro-longitudinal conversation analytic account. *Studies in Applied Linguistics and TESOL* 22(1).  
<https://doi.org/10.52214/salt.v22i1.9899>

Hughes, S. (Forthcoming). Snapping as a resource for endorsing a critical stance. *Bulletin Suisse de Linguistique Appliquée* 117.

Lo, C. H. Y., & Frantz, K. K. (2022). Documenting change from a conversation analytic perspective: Introduction to the spring forum. *Studies in Applied Linguistics and TESOL*, 22(1).  
<https://doi.org/10.52214/salt.v22i1.9896>

Romig, M. & Horan, L. (2022). Taking grammar explanations off the board. *Mosaic* 52 (1). Retrieved from  
<https://drive.google.com/file/d/1nmKHQXvLNTFSeKKpbDekCknOO8FKLVfX/view>

Yu, D. (forthcoming). Delegitimizing the "other" at US political town hall meetings. In H.Z. Waring & N. Tadic (Eds.), *Critical Conversation Analysis*. Multilingual Matters.

Yu, D. (2022). Tracing changes in a gun control: The story of "one hundred round magazine drums." *Studies in Applied Linguistics & TESOL*, 22(1), 26-32.  
<https://doi.org/10.52214/salt.v22i1.9898>

# **LANSI Achievements - Awards**

Mark Romig (2023) - Hunter College Presidential Travel Award

Mark Romig (2023) - NYU Innovation in Curriculum Grant

Sean Hughes (2023) - Provost's Grant for Professional Development

Sean Hughes (2023) - US Department of State English Language Specialist Project at Yarmouk University in Irbid, Jordan

Sean Hughes (2023) - Provost Student Excellence Award - Shirley Chisholm Trailblazer Award

# Alumni Updates

## **Matt Tully (MA TESOL, 2005)**



Namaste and warm greetings from Nepal!! I am grateful for our TESOL/AL community, and for all the life learning that continues to flow from our connection with one another. All these years since studying at TC, I continue to draw on the many lessons learned for my social work, education, and program leadership roles at home in New York City and abroad in places like Myanmar and Nepal. More recently, my wife (Jen), our son (Hudson), and I are grateful for these past 6 years with Peace Corps Nepal. As Director of Programming and Training here, I frequently apply my TESOL/AL skills to ensure an inclusive approach to supporting volunteers and their communities, and creating spaces where communities can identify, magnify, and mobilize their strengths to address community priorities and interests. Sending best wishes to everyone back at TC!

## **Hsu-Ping Tuan (MA TESOL, 2017)**



In 2017, I earned my M.A. in TESOL through the PK-12 program at Teachers College. The exceptional education and training I received there have played a pivotal role in shaping my career. Leveraging the knowledge gained, I established a language academy in Taipei, Taiwan, focused on enhancing English proficiency among K-12 students.

At my academy, I developed highly popular online English courses that have become best-sellers for young learners in Taiwan, with a growing student base of over 5,500. Inspired by the impact we are making, I collaborated with Junyi Academy, Taiwan's largest non-profit organization, and Scholastic to create an online reading course to support less advantaged students nationwide.

In addition to teaching, I've had the privilege of making contributions on a broader scale. I was honored to be the first Taiwanese speaker invited by National Geographic Learning to conduct global webinars. Moreover, I traveled to major cities in China, providing training sessions for English teachers to enhance their instructional skills. The solid foundation I received at TC has been instrumental in achieving these goals.

If you'd like to learn more about teaching English in Asia or working in Taiwan, please don't hesitate to reach out—I would be delighted to share my insights. You can reach me via email at [ht2414@tc.columbia.edu](mailto:ht2414@tc.columbia.edu).