

# AL/TESOL Times

An annual newsletter from the Applied Linguistics and TESOL Program  
at Teachers College, Columbia University

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# AL&TESOL Faculty Conduct Exploratory Field trip to Taiwan

Dr. Lindhardsen

By invitation from the Fulbright Taiwan Foundation for Academic Exchange, Dr. ZhaoHong Han and Dr. Lindhardsen along with Amine Mechaal, the director of Global Engagement, visited the Department of Education and various educational institutions to explore collaborations and check in with TC alumni. While the AL&TESOL program is already a top producer of English Fellows and Fulbright Teaching Assistants, Fellows, and Advisors, we are thrilled to be the first TESOL program to enter a collaboration with Fulbright to offer student teaching opportunities in Taiwan. Already in Fall '24, our program will be sending two MA students to Taiwan to fulfill part of their student teaching requirements at an elementary school in Taiwan. Collaborations with higher education institutions were also discussed. As part of the Taiwanese Ministry of Education's goal to promote English as a Medium of Instruction (EMI) in higher education, Dr. Han and Dr. Lindhardsen discussed collaboration opportunities in the form of short- and long-term professional development projects as well as scholar exchange opportunities.

During the visit, Dr. Han and Dr. Lindhardsen were thrilled to witness the immense success of our AL&TESOL alumni. Among others, we had the pleasure to reconnect with Dr. Yeu-Ting (Tony) Liu, who now holds the position as Associate Vice President for Academic Affairs at the prestigious National Taiwan Normal University, Dr. Cheng-Ling (Alice) Chen, who is an assistant professor at the Department of English at National Kaohsiung Normal University, Jasper-Alexander Wang, founder and president of New Triumph Education (NTE), a private English school in Taipei, and Janie Turner, a TEFL advisor at FSE Fulbright.



Visit to National Taiwan Normal University with Dr. Yeu-Ting (Tony) Liu, Associate Vice President for Academic Affairs



Dr. Han and Dr. Lindhardsen with Taiwan's Minister of Education and representatives from Fulbright Taiwan

# Roundtable Recap

Kelsey Kwandrans

TESOL/AL Roundtable is a student organization holding workshops, guest speakers, and social events focused on Applied Linguistics and Teaching English to Speakers of Other Languages.

## 2023-2024 Board

<b>Co-Presidents:</b>	<b>Emmalee Mills Kelsey Kwandrans</b>
<b>Social Chairs:</b>	<b>Wenxuan Zhang Emily Kutz</b>
<b>Research Chairs:</b>	<b>Tian Liao Chanyoung Park</b>
<b>First Year Representative:</b>	<b>Kaylen Bond</b>

After seeing some familiar faces and meeting new students at the Involvement Fair, Roundtable started off the academic year by helping members of the program host the Welcome Back party to begin another great semester. In October, Roundtable hosted a Halloween party where we got to catch up with friends from programs across TC, compete in trivia, and have fun. The next event was the second session of the pre-registration chat, allowing students to ask for advice about different courses and the path towards graduation. In December, we organized Research Roundtable, where two doctoral students (Miriah Ralston and Sean Hughes) shared their fascinating research and held a Q&A. The semester ended with Roundtable contributing to the department's holiday/end of semester party, which always proves to be an enjoyable time to celebrate together.



TESOL and Applied Linguistics

**roundtable**  
Teachers College, Columbia University

In the spring semester, Roundtable started with our first Project Picnic, where students working on their Masters Projects could bring their drafts to ask questions, proofread for each other, and experience a supportive atmosphere during a stressful time. In February, we had the very exciting opportunity to present a lecture from Dr. Azizov (more details below). Later in the semester, Roundtable put together Lit Lingo, a unique event revolving around the question of how linguistic features appear across different languages and cultures. It gave attendees the chance to share aspects of their own backgrounds, resulting in an educational and fun evening. Finally, Roundtable assisted with the department's lively end-of-the-year party to close out an excellent and successful year.

### **“Cultural Impediments to Implementing CEFR And CLT In Uzbekistan: The Case of Uzbekistan State World Languages University”**

TESOL/AL Roundtable was pleased to host Dr. Azizov of Uzbekistan State University for World Languages! Dr. Williams provided a great introduction to the speaker and topic, and Dr. Azizov gave an interesting and spirited presentation on possible barriers to implementing Communicative Language Teaching in Uzbekistan. He discussed a brief history of educational perspectives in the country, the recent political directives to utilize CEFR and CLT in English classrooms, as well as the deeply entrenched idea of *ustoz*. *Ustoz* is a term used for teachers that carries a powerful hierarchical positioning, placing teachers in an authoritative role which clashes with the student-centered learning promoted in the mandated approaches. Dr. Azizov studied teachers' perceptions, noting that there is still a disconnect between the cultural viewpoint and the movement toward CLT. His lecture also looked to the future regarding possible solutions for EFL strategies in Uzbekistan that align attitudes about education at the political and cultural levels. It was a thought-provoking lecture that was followed by engaging conversation. We are glad for the chance to have heard from Dr. Azizov in person at Teachers College and thank him again for his time.



Follow TESOL/AL Roundtable on Instagram to get involved:  
[https://www.instagram.com/tesol\\_alroundtable/](https://www.instagram.com/tesol_alroundtable/)

# Celebrating Successes in the SLA Doctoral Seminar

Ashley Beccia

The Second Language Acquisition Doctoral Seminar (SLA Doc Sem) has had an exciting and productive year. After a hiatus due to Professor Han's sabbatical, the seminar resumed with renewed vigor in September 2023. Throughout the academic year, seminar members participated in a host of activities and events together, while also accomplishing a range of individual achievements.

## Meet the Members of the SLA Doc Sem



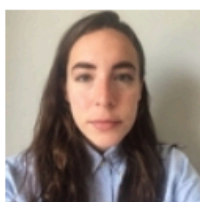
*Professor ZhaoHong Han*



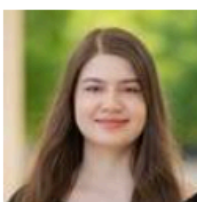
*Sue Park*



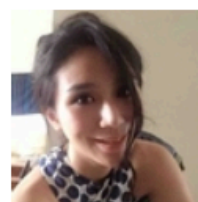
*Ashley Beccia*



*Abby Massaro*



*Jill Williams*



*Zhizi (ZZ) Chen*



*Shamini Shetye*



*Emily Kutz*

## Seminar Activities

The SLA doctoral seminars, facilitated by Professor Han, entailed several intellectually-stimulating activities during the fall 2023 and spring 2024 semesters. During discussions of research literature, members selected and facilitated lively discussions around an SLA research article related to their domain of study. During presentations of work in progress, members presented their current research projects. These 30-minute presentations, followed by 30-minute Q&A sessions, fostered an enriching and collaborative academic environment. Seminar members were also privileged to attend guest talks by Professor Brian MacWhinney and Dr. Jeanine Treffers-Daller, which broadened and deepened their understanding of the emergence of language structure and heritage language acquisition, respectively.

## End-of-Semester Party

The end-of-semester party in December was a wonderful celebration of the SLA community at TC. Co-hosted by Ashley and Shamini, the event was attended by EdM and EdD students in the SLA track. The evening featured an array of activities, as attendees mingled over food and beverages, played engaging games, and shared talents.



### Individual Achievements

Members of the seminar have been also been busy marking significant milestones:

- **Sue** contributed as a co-author to a chapter titled “Using game-mediated digital tasks to elicit data on incidental vocabulary learning” in the forthcoming *Routledge Handbook of Technological Advances in Researching Language Learning*. She also co-presented a poster titled “Game-mediated tasks and incidental vocabulary learning” at the American Association of Applied Linguistics (AAAL) 2024 Conference in Houston, TX. Both projects were in collaboration with Prof. Han and Dr. Sarah Sok, an alumna of the SLA Doc Sem.
- **Ashley** published an article in *Language Teaching Research Quarterly* titled “Exploring co-adaptation in an ecosystem of dyadic interaction,” co-authored by Prof. Han and Dr. Waiman Adrienne Lew, an alumna of the SLA Doc Sem. She presented this research at the AAAL 2024 Conference. She also co-authored an introduction to the SALT Special Issue on Exploratory Practice in EFL Classrooms alongside Prof. Han, Dr. Lindhardsen, Dr. Creider, and Ms. Donna Brinton, and co-edited contributions to the issue made by participants in the TC-Tunisia Project. Additionally, she has a forthcoming publication in SALT based on an interview with Dr. Ross Perlin co-conducted with other AL/TESOL students as part of the APPLE Lecture Series, and has served as a book review editor and editorial board member of SALT throughout the year.

- **Abby** passed her second doctoral hurdle, the certification exam, and has moved on to designing and executing her pilot study on heritage language learners. She also continued her outstanding work as one of the academic coordinators for the Center for International Foreign Language Teacher Education (CIFLTE), providing unwavering support to the 2023-24 cohort and instructors of the Teaching Chinese to Speakers of Other Languages (TCSOL) program. Among other things, she managed instructors' schedules, arranged various events such as public talks, workshops, and a graduation ceremony, and wrote informative digital newsletters.
- **Jill** passed the first EdD hurdle, writing a literature review on L2 anxiety, in the fall semester. She recently completed the second hurdle in June and is awaiting feedback by the start of the fall semester. Jill also continued her work as a Community Language Program (CLP) Teaching Fellow, making significant contributions to the program's success by working on a curricula project for the conversation courses.
- **ZZ (Zhizi)** has been working as an academic coordinator at CIFLTE, organizing different programs and academic events, and editing and publishing newsletters. She was also an instructor at CIFLTE, co-teaching a practicum course of the TCSOL program. She presented a poster at the AAAL Conference with Shamini, titled "L2 learning through co-adaptation in an intercultural emails exchange context."
- **Shamini** joined the SLA Doc Sem in the fall semester, when she also started as a Community Language Program (CLP) Fellow. Throughout the year, she contributed to the CLP in many ways, including teaching Grammar & Writing I to intermediate-level ESL learners. In September, she helped organize TC's first annual Artificial Intelligence Research in Applied Linguistics (AIRiAL) Conference, where she also presented a poster titled "Exploring the use of ChatGPT for developing lexical proficiencies of L2 learners." At the AAAL Conference, she presented a poster with ZZ on co-adaptation in an email exchange. In May, she passed her first doctoral hurdle, submitting a literature review on L2 lexical development comparing human instructed learning with AI mediated learning. In addition, she gave a presentation titled "Khanmigo - The AI storyteller weaving tales of genre and grammar" at the Computer Assisted Language Instruction Consortium (CALICO) Conference in Pittsburgh, PA. Shamini also has a forthcoming publication in SALT titled, "An evaluation of Khanmigo, a generative AI tool, as a computer-assisted language learning app."
- **Emily** was accepted into the EdD-SLA program and will join the seminar in the upcoming fall semester. She co-planned the 10th Annual Celebration of Teaching Conference at TC in April, and attended the AAAL Conference, helping to organize logistics for several TC student attendees.

**As attested by these accomplishments, the SLA Doc Sem members have demonstrated exceptional commitment and contributions to the field of Second Language Acquisition. The members are looking forward to another year of growth, learning, and camaraderie. ✨**

# CIFLTE's 2023-24 Year In Review

Abby Massaro

At the beginning of May, the Center for International Foreign Language Teacher Education (CIFLTE) held its annual graduation ceremony—an event which marks the conclusion of the academic year for the Center’s flagship TCSOL Certificate Program. The ceremony was attended by program teachers, administrators, and this year’s program graduates, and signaled the end of a year of learning and growth for this year’s cohort of TCSOL students.

Throughout the academic year, students completed two semesters of classes covering topics from Chinese linguistics and second language acquisition theory to lesson design and instructional approaches. They worked with members of the TC and Columbia faculty in specialized workshops. Fall workshops touched on the use of technology in the classroom, as well as the importance of cross-cultural pragmatics instruction. Spring workshops focused in turn on the role and design of classroom assessment, and the use of translanguaging in storytelling and critical language awareness. In addition to their coursework, members of the program had the opportunity to work with Chinese language learners: they taught Chinese lessons at Columbia during the fall semester and worked one-on-one with students of their own during the spring semester.

Outside of the program classes, the fall semester also saw a number of events: following the program’s Orientation session in September, CIFLTE held a workshop run by CIFLTE Fellow, Dr. Shaohua Fang, who discussed experimental methods in L2 psycholinguistic research. In November, the Center hosted a “Posters and Potluck” session for International Education Week, in which cohort members shared lessons that they had taught in their classrooms. The presentations were accompanied by a potluck lunch where a variety of traditional Chinese dishes were made or provided by program students and staff. The fall term wrapped up with a public talk by Dr. Brian MacWhinney on the topic “The Emergence of Language Structure”.



Above: Attendees at the “Posters and Potluck” event in November



In the spring semester, TCSOL program students and alumni, along with members of the TC and local community came together to celebrate Lunar New Year and the beginning of the Year of the Dragon. This celebration—CIFLTE’s Open House—marked the first year back to an in-person event post-pandemic. The Open House festivities included traditional Chinese song and dance, dumpling making demonstrations, and a performance by Columbia’s Chinese orchestra.



Top: Isabel Zhou, Yuxiao Liu, and Mengmeng Deng perform a traditional Chinese dance  
 Right: Performance by the Columbia Chinese Orchestra  
 (Photos by Kedi Mo, @kedim2233 on Instagram)

Alongside the Open House event, the Center also hosted a public talk and two alumni workshops in the spring term. The public talk, presented by Dr. Jeanine Treffers-Daller, discussed data and findings from one of her recent studies on L1 and L2 attrition and non-acquisition of multiword units among Arabic-English bilinguals. Meanwhile, the alumni workshops touched on the practical aspects of teaching a second language in the age of artificial intelligence (“Using Generative AI in Foreign Language Teaching”) and on finding a career in the field as a Chinese language teacher (“Professional Growth and Career Prospect in Chinese Teaching”).

The academic year culminated on May 3 with TCSOL students presenting their capstone projects, in which they showcased innovative instructional tasks they developed using task-based language learning approaches. Awards for Best Capstone Project and the Certificate of Distinction were given out, bringing a fulfilling conclusion to a year of academic achievement and professional growth.



Left: The cohort and instructors share a celebratory cheers at the end of the TCSOL graduation in May.

Check out our [graduation video](#) for a visual overview of the TCSOL Certificate Program year.

Interested in our TCSOL Certificate Program? Learn more and apply [HERE!](#)

# APPLE Lecture 2024: An Evening with Ross Perlin

Cicely Rude

On the evening of Friday, April 26th, the Applied Linguistics and TESOL Program had the honor of hosting guest speaker Dr. Ross Perlin for the latest installment of the esteemed APPLE Lecture series. Dr. Perlin, who joined us from Columbia University's Department of Slavic Languages, focuses his research on exploring and supporting linguistic diversity. His lecture covered his latest book, *Language City: The Fight to Preserve Endangered Mother Tongues in New York*. Beginning with the observation that modern cities are the most linguistically diverse in the history of human civilization, even while half of the world's 7000-plus languages are endangered, Dr. Perlin invited us to join him in considering a couple of thought-provoking questions: First, how did this come about and second, what might the implications be?

In his work, Dr. Perlin describes the urgent race to document and support lesser-known languages. He argues passionately for the protection of rare languages, citing a list of benefits that includes enhanced child development, the continuation of cultural wisdom, and the promotion of language justice. In his lecture, he shared stories of several ordinary-yet-extraordinary speakers of endangered languages, journeying with them from the boroughs of New York City to remote villages around the world, to understand how they are maintaining and reviving their languages against all odds. As Co-Director of the Endangered Language Alliance in New York since 2013, Dr. Perlin offered us a peek into his work managing projects that involve mapmaking, documentation, policy, and public programming focused on urban linguistic diversity. His exploration of languages and language preservation underscores the challenges and opportunities for language documentation, maintenance, and revitalization in urban settings.

The subjects of linguistic diversity and endangered languages finding new homes in New York City resonated deeply with the interdisciplinary audience. Audience input extended well past the lecture and continued into the reception that followed, reminding us all that languages are not only a means of communication but are also fundamental to our identities.

Dr. Perlin's prior works have appeared in *The New York Times*, *The Guardian*, *Harper's*, and other publications. His first book, *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy* ignited a national conversation about unpaid internships. He holds an MA in Language Documentation and Description from the School of Oriental and African Studies (SOAS) in London and a PhD in Linguistics from the University of Bern. *Language City* was published by Grove in the United States and the United Kingdom in 2024.



## About the Annual APPLE Lecture

The APPLE lecture is the annual signature event of the Applied Linguistics and TESOL Program at Teachers College, Columbia University. **APPLE** stands for **APPLIED** Linguistics and **L**anguage **E**ducation. Our program is proud to host annual guest lectures that engender lively, professional dialogue on important issues in the English Language Teaching community. Invited speakers address issues of cutting-edge research, innovative practice, or critical policy. The series, funded by an endowment from Language Innovations, Inc. (LINC), celebrates LINC's spirit and legacy. LINC was a non-profit group that published materials and fostered innovations among ESL practitioners in the area.

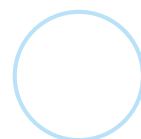
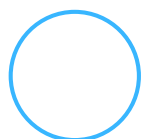
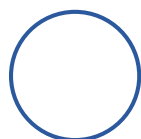
Attendance is always free, and we welcome community members from near and far to join us for these educational and inspirational evenings at Teachers College. The lectures are now also live-streamed and recorded; you can watch Dr. Perlin's lecture [here](#). Additionally, our complete archive of past recorded APPLE Lectures is available [here](#).

Would you like to be notified about the next APPLE Lecture? Email us at [tesolal@tc.columbia.edu](mailto:tesolal@tc.columbia.edu) to join our mailing list, or follow us on social media to stay updated!

Twitter: [@tcalandtesol](#) | Instagram and Facebook: [@tesolalteacherscollege](#)

## Reference

Perlin, R. (2024). *Language city: The fight to preserve endangered mother tongues in New York*. Grove.



# Second Language Assessment Track Updates

Dan Eskin

## Awards:

### **Jorge Luis Beltran Zuñiga**

ILTA/Duolingo Collaboration and Outreach Grant 2023 (Co-winner)

*Organizing a Professional Development Series for Language Educators at the Universidad Autónoma de Chiapas, México*

### **Fred Tsutugawa**

2023 Duolingo English Test Doctoral Dissertation Award

*An Argument-based Approach to Validation of a Pragmatics Online Speaking Test for the Academic Target Language Use Domain*

### **Soo Hyoung Joo**

AIRiAL 2023 Best Student Paper Award (Co-winner)

*Investigating the Use of AI Avatars in Scenario-Based Language Assessment*

## Articles:

### **Soo Hyoung Joo**

Joo, S. H., Seong, Y., Suh, J., Jung, J. Y., & Purpura, J. E. (2023). Assessing Korean writing ability through a scenario-based assessment approach. *Assessing Writing*, 58, 100766.

<https://doi.org/10.1016/j.asw.2023.100766>



## **Conference Participation:**

**Jorge Luis Beltran Zuñiga**  
**LTRC 2024 (Presentation)**

*Analyzing Argumentative Skills in Foreign Language Learners: Integrated Task Assessments and Rhetorical Moves Analysis*

**Michelle Stabler-Havener**  
**AAAL 2024 (Roundtable Presentation)**

*Exploring the Impact of Embedding Assessments into Pre-recorded Lectures to Improve Language Teachers' Assessment Competency*

**Soo Hyoung Joo**  
**AIRiAL 2023 (Presentation)**

*Investigating the Use of AI Avatars in Scenario-Based Language Assessment*

**CALICO 2024 (Presentation)**

*Specific-Purpose Language Learning through AI-generated Characters in a Learning-Oriented Assessment*

**Mahshad Davoodifard**  
**AIRiAL 2023 (Poster)**

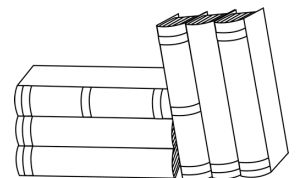
*Exploring Distinctive Profiles in L2 Learner Writing Processes and Products in a Scenario-Based Assessment of Written Argumentation*

**CALICO 2024 (Presentation)**

*Integrating Scenario-Based Design and Keystroke Analysis in Written Argumentation Assessment*

**Dan Eskin**  
**AIRiAL 2023 (Poster)**

*Developing a Scenario-Based Assessment using a Spoken Dialog System to Simulate the Literacy and Oracy Practices of Business-Related Case Study Analysis*



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

Talya Kahan

This has been an exciting year for the two certificate programs, the TESOL Certificate (TCP) and the Language Program Management Certificate (LPM) Programs.

## The TESOL Certificate Program (TCP)

This year was marked by some big transitions for our TCP team. We bid a bittersweet farewell to one of our incredible instructors, Kelly Frantz. Kelly has expertly taught the Intercultural Communication course for the past few years and during that time it quickly became a favorite among students and a hot topic of conversation in our alumni network. We are grateful for Kelly's dedication to the course and commitment to our students throughout the years. The course remains in steady hands, however, with Lal Horan at its helm and we are excited for her to take it to new heights. She previously taught the Second Language Acquisition course in our program before handing that course over to

Mark Romig. We are incredibly fortunate that in addition to his teaching duties, Mark also took on a new role on our team as a senior teaching mentor in the program. Our students have benefited from his straightforward feedback and his love of language teaching and teacher training. Finally, we are so pleased to have Soo Hyoung Joo on our team. She is leading the Second Language Assessment course and has already had such a positive impact on the experience of our students with an updated and revised curriculum. We are honored to have such an inspiring group of educators, with their wide range of experiences and backgrounds, as part of the TESOL Certificate Program.

Along with the faculty, our students are what makes our program so special. We have been fortunate to have three of our TCP graduates go on to teach their own course in the Community Language Program (CLP) as Post-Certificate Teaching Associates. This is a unique opportunity available exclusively to TCP alumni who have excelled in the program and received recommendations from TCP faculty. PCTAs teach in the program and receive expert guidance from a senior teaching coordinator. **Graham Robinson** taught an Elementary ESL course in Fall 2023 and shared with us that the PCTA has allowed him to receive invaluable advice from his mentor, the CLP Director, and the CLP staff and fellows. **Luke Linden** taught the Beginners course in Summer 2023 and reflected that the experience was a "fascinating challenge," requiring him to take the experiences he had in the TESOL Certificate program and put them into context in order to teach a full five week ESL course on his own. We're thrilled that Luke is now a MA student in TESOL at TC, citing his TCP experiences as a "major motivating factor" in pursuing an advanced degree. Finally, we are thrilled to have had the opportunity to offer the PCTA again this summer, this time to **Kathryn Llewellyn**, from the Fall 2023-Spring 2024 cohort. She is teaching an Upper Intermediate course and we wish her the best of luck. Congratulations to all our graduates!



The TCP introduced a new professional development workshop for TCP students, alumni, and AL/TESOL students: *Teaching with Authentic Materials for Specific Language Purposes*, taught by Dan Eskin. This interactive workshop covers strategies for selecting, adapting, and using authentic materials with an eye for making them relevant and appropriate, which can be a particular challenge for language courses meant to prepare students for specialized academic or professional settings. Participants had the opportunity to evaluate and modify sample materials, as well as develop tasks using authentic materials. It was an incredible success and we're excited to be adding it to our lineup and offering it alongside our other professional development opportunities.

TCP offers workshops all year round. Admission is free for AL/TESOL graduate students at Teachers College, Columbia University, so take advantage of this great professional development opportunity to receive a certificate of completion.

Here is our next workshop:  
Pronunciation: Building Autonomy While Teaching the Skills (In person)  
Saturday, July 20, 2024; 10am – 3pm (ET)  
Click here to register: <https://tinyurl.com/bdfz7ua5>

TESOL Certificate Program

Join us in person for...  
*Pronunciation: Building Autonomy while Teaching the Skills.*

A special workshop experience

- Learn key skills and hands on strategies to incorporate pronunciation into ESL/EFL classrooms.
- Explore methodologies and activities that will help to build autonomy in ESL students looking to improve their pronunciation outside the classroom tool!

July 20, 2024  
10 am-3pm

REGISTER NOW

### The Language Program Management Certificate Program (LPM)

The LPM is an all-online certificate program for current and aspiring language program administrators. Launched in 2021, the LPM just celebrated its fourth cohort in LPM 2024.

The LPM runs each spring from January to May, and since its inception, over fifty students from all over the world have attended and successfully obtained their certificates. Some have moved on to pursue careers in language program administration, and others have taken the knowledge and tools they have gained from the program to launch exciting new curriculum development initiatives in their own language teaching organizations. We've even had alumni go on to pursue our TESOL Certificate Program in order to enhance their learning and experience.

If you are a TESOL professional interested in expanding your skillset to include program management and curriculum, LPM might be the right fit for you! The LPM online courses introduce core aspects of language program management: program administration, teacher supervision, curriculum development, program evaluation, and student recruitment.

Applications for LPM 2025 are now open, and the program will start on January 13, 2025. Check out our website, 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*

“ The LPM program helped me to identify new ways of moving forward with leadership in my role as a curriculum committee chair. I have also identified new ways to engage in co-mentoring opportunities within my program with colleagues and beyond. In short, the LPM program helped me to reconnect with my professional goals and leadership endeavors in a way that helped me stay motivated and keep growing as a TESOL professional and leader.

Marie Webb  
LPM 2023

★★★★★

Language Program Management Certificate Program

# Highlights from the Algeria Grant Projects: Celebrating Achievements and Ongoing Impact

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

From 2020 to 2024, 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 Engagement at Teachers College, the TC team from the Applied Linguistics and TESOL program has been engaged in two ambitious grant projects aimed at enhancing English language instruction in the Algerian higher education context. The first grant project was led by Professor Emeritus James E. Purpura, and the second grant project, which in many ways is a continuation of the first grant project but also broadened its scope, was led by Professor Emeritus James E. Purpura and Dr. Vivian Lindhardsen. A Joint Steering Committee was formed between the TC team and the Algeria Standing Committee, led by Professor Mohamed Miliani at the University of Oran in Algeria, to oversee the implementation of the projects' initiatives.

## **The Conceptual Framework and the Domain Analysis**

One of the first major activities of the project was the preparation of a Conceptual Framework (CF) document that could provide a roadmap for the project within the Algeria higher educational system. In this effort, the CF articulated the theoretical foundations of the professional development (PD) program, outlined structures to implement the program, and documented activities and outcomes in each phase of the program. The final version of the Conceptual Framework was completed in February 2024, documenting in some detail the accomplishments of the project.

Included in the CF document was also the final version of a domain analysis (DA), designed to collect data about the Algerian higher education context. Specifically, this study reported the extent to which instructors (i.e., subject matter instructors, language teacher trainers, EFL teachers) in Algerian higher education valued a wide range of competencies, instructional practices, and assessment practices in their professional work, both inside and outside the classroom. It also reported how skilled the instructors felt they were in using selected instructional and assessment practices to teach the targeted professional competencies as part of their courses. Finally, the DA reported the extent to which the instructors felt confident in using English to perform and teach the competencies. The results from the DA provided an in-depth description of the Algerian higher education context and allowed us to interpret the outcomes from the PD program within that context. Professor Emeritus James E. Purpura, Brian A. Carroll, and Kimberly T. Tan presented selected results from the DA at the third and final ICL Project Roundtable in June 2024.

## **Professional Development (PD) Programs**

The centerpiece of both grant projects was the creation and delivery of a PD program for Algerian higher education instructors (i.e., subject matter instructors, language teacher trainers, and English language instructors) so that English language instruction could be strengthened in this context. The Joint U.S./Algerian Steering Committee decided to orient the PD programs toward an integrated content and language in higher education (ICLHE) approach, rather than focus on English for Specific Purposes (ESP). It also decided to align ICL instruction with a competency-based approach to education, and situate the instructional program within a learning-oriented assessment (LOA) approach to curricular design.

## **Integrated Content and Language in Higher Education (ICLHE) Program.**

The ICLHE program was a four-module certificate program organized around different aspects of ICL instruction. These modules involved 52 contact hours online with a considerable amount of effort offline. The modules were focused in the following topics:

- Module 1: Contextualizing ICLHE in a Learning-Oriented Framework (by Professor Emeritus James E. Purpura)
- Module 2: Fundamentals of ICLHE: Course Development and Instruction (by Ms. Donna Brinton)
- Module 3: Corpus Analysis of Thematic Resources (by Professor Erik Voss)
- Module 4: Introduction to the Assessment of ICLHE (by Professor Emeritus James E. Purpura and Dr. Vivian Lindhardsen)

The program culminated with a collaborative written capstone project showcasing what the participants had learned across the four modules and a Roundtable presentation presented by each group.

A total of 71 Algerian instructors from various higher education institutions across Algeria made up the three cohorts who participated in this PD program from 2021 to 2023.

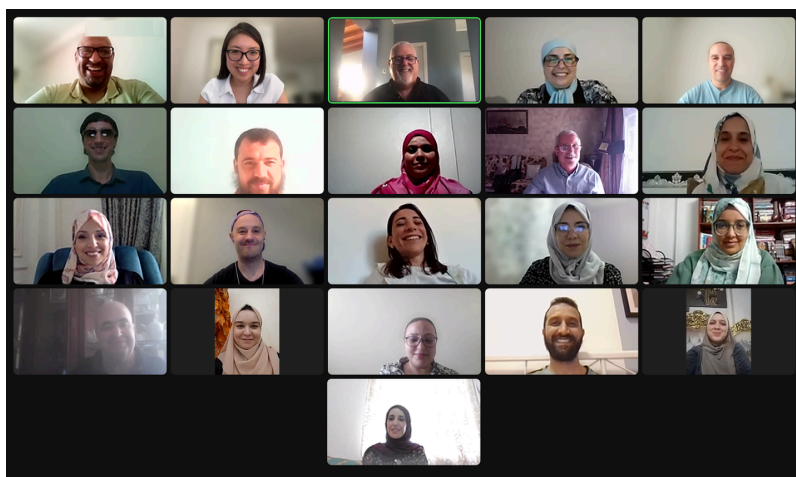


*The Joint Steering Committee with Cohort 1 participants and US Ambassador to Algeria Elizabeth Moore Aubin at the 1st ICL Roundtable in Algiers 1 University, Algeria (May 2022)*

## **Integrated Content and Language (ICL) Assessment Course.**

After completion of the ICLHE PD program, 21 graduates from the previous modules were invited to participate in an advanced course focusing specifically on ICL assessment in the Algerian Higher Education context. The course was taught by Professor Emeritus James E. Purpura. The course consisted of two integrated modules, involving 34 contact hours online and countless hours outside of class with course-related activities. The first module focused on basic principles of ICL assessment applied to the Algerian higher education context, the development of a complex proficiency test for the Algerian higher education context, and the use of various technologies to deliver the test online. The second module addressed foundational principles and practices related to online test administration and scoring, and test validation by means of a series of routine statistical analyses. The assessment course culminated with a collaboratively-written capstone project (over 100 pages), which documented the development and validation of an ICL proficiency exam for Algeria higher education, and a series of group presentations on various aspects of the exam at the ICL Roundtable in June 2024.

2024 ICL Assessment Course  
 Algerian participants with Professor  
 Emeritus James Purpura, Brian  
 Carroll, and Kimberly Tan



### Integrated Content and Language (ICL) Webinar Series

In Spring 2024, the Algerian Project sponsored a series of four webinars, addressing various topics related to ICL instruction: (1) government policies related to learning-oriented approaches to competency-based language education, (2) ICL instructional practices (e.g., CBI, CLIL, EMI), (3) ICL and technology related to the use of textual analysis or AI in ICL education, and (4) the use of a scenario-based language assessment assessment in the ICL classroom context. Each webinar provided a one-and-a-half-hour presentation by a prominent scholar in the field. The invited speakers included Dr. Atta Gerbil from the American University in Cairo, Dr. Joyce Kling from Lund University, Dr. Xiaoming Xi from the Hong Kong Examinations and Assessment Authority, and Dr. Yuna Seong from Teachers College, Columbia University. The online webinars were attended by 60 to 100 attendees from many different countries.

**Integrated Content and Language in Higher Education (ICLHE) Webinar 2024 Series**

<b>MARCH 21</b> 1:00 p.m. EST 6:00 p.m. DPRA		Talking to Policy Makers about Learning-Oriented Assessment in Accountability-Oriented Instructional Contexts: How to Start? Atta Gerbil American University in Cairo
<b>APRIL 25</b> 1:00 p.m. EST 6:00 p.m. DPRA		Targeted CLIL Support for English Medium Instruction Joyce Kling Lund University
<b>MAY 9</b> 9:00 a.m. EST 2:00 p.m. DPRA		Reigning in AI to Serve Language Learning and Assessment — What does Every Teacher Need to Know Xiaoming Xi HK Examinations and Assessment Authority
<b>JUNE 3</b> 1:00 p.m. EST 6:00 p.m. DPRA		Applications and Implications of Scenario-Based Language Assessment in an English for Academic Purposes Curriculum Yuna Seong Teachers College, Columbia University

**Register now! Scroll down for the registration links.**

2024 ICL Webinar Series

## **The ICLHE Community of Practice (CoP) and the ICLHE Resource Website**

An ICLHE Community of Practice (CoP) in Algeria was created to support the ongoing mission to strengthen ICLHE instruction throughout Algeria. The CoP initiative seeks to bring educators and educational professionals together around the central theme of the ICL educational approach and has the potential of reaching wider audiences across Algeria, especially to universities that have not participated in the previous professional development initiative. The distribution of information related to the CoP initiatives will take place on the ICLHE resource site. That is, the CoP will use the site as a bulletin board and forum for discussing ongoing ICLHE initiatives throughout Algeria.

The ICLHE resource website, which is the product of a collaborative effort between the TC team and the Algeria website team, was completed and launched in June 2024. The resources contained within the site (e.g., articles, webinars, technological resources) support the development of ICL instruction across Algerian education institutions. For more details, you can visit the site at <https://www.tc.columbia.edu/iclhe-algeria/>.

## **Ongoing Impact**

The Algeria grant projects showcase the value of collaboration, dedication, and engagement in strengthening English language instruction in the Algerian higher education context. Within one year after the first cohort of participants completed the PD program, some of them led the organization of three international conferences on ICL instruction. Some have also refined their own instruction and assessments practices, written papers, and given professional presentations related to some aspect of ICL. Additionally, graduates from the program have actively taken part in establishing a formal structure for an ongoing community of practice that was designed to provide mentorship and support for instructors across the country. Although challenges in implementation persist and the long-term impact of the projects remains to be seen, these initiatives, in their own ways, provide an encouraging path forward for Algerian higher education.

# Language & Technology Specialization 2023-2024

Professor Erik Voss

The new specialization in Language & Technology led by Professor Erik Voss continued to expand opportunities this past year. Students in the AL/TESOL program with an interest in language and technology can take classes, engage in research and attend professional development opportunities related to the use of technology for language teaching, learning and assessment. For example, the new course A&HL 5011 Technology-based Language Teaching was offered in Fall 2023 in addition to the core courses: A&HL 4090 Introduction to Corpus Linguistics and A&HL 5090 Computational Linguistics for Applied Linguists with students from the Applied Linguistics & TESOL program as well as other programs at Teachers College.

Beyond coursework, the Language & Technology Research Group participated in a number of events throughout the year. The first annual Artificial Intelligence Research in Applied Linguistics (AIRiAL) Conference was hosted at Teachers College on September 29th and 30th, 2023. Students from the Language & Technology Research Group were on the conference planning committee. This international conference hosted at Teachers College brings together scholars from around the world to share research and ideas about artificial intelligence in Applied Linguistics. The theme was "The Future of Artificial Intelligence in Applied Linguistics." The purpose of the conference is to bring researchers from various areas of Applied Linguistics together in one location to discuss our research, share our ideas, and meet one another both formally and informally. This year the program consisted of paper presentations, poster presentations, demonstrations, and panel discussions on topics in applied linguistics including language testing, policy in higher education, EdTech applications, text-to-image/video generation, and linguistic analyses. Presenters and attendees came from 7 countries and 14 US states. The demonstration stations included a discussion by Minne Atairu of how to craft text prompts to create images and videos and a Virtual Reality station run by Minh Le demonstrating the potential for language learning in an immersive world. The three plenary speakers, Alina von Davier from Duolingo, Kadriye Ercikan from

Educational Testing Service (ETS), and Evelina Galaczi from Cambridge University Press and Assessment (CUPA), representing large language testing companies offered diverse perspectives on current benefits and challenges of implementing artificial intelligence in language testing and language teaching.



In February 2024, students in the research group presented their research topics and demonstrated technology used for research in language teaching, learning and assessment. The event took place in Smith Learning Theater.

From May 21-25, 2024, our students had the exciting opportunity to attend the Computer Assisted Language Instruction Consortium (CALICO) Conference in Pittsburgh, PA. This event, themed "Confluences and Connections: Bridging Industry and Academia in CALL," highlighted Pittsburgh's role as a hub for innovation and collaboration. With contributions from renowned academic institutions like Carnegie Mellon University and Pitt, industry leaders such as Duolingo, and cutting-edge technology in AI, AR, VR, and XR, the conference showcased the latest advancements in technology-enhanced language learning. Led by Dr. Erik Voss, our students presented their work, engaged with experts, and explored new possibilities in the field of computer-assisted language learning (CALL).



Below is the list of presentations at CALICO 2024:

**Mahshad Davoodifard:** Integrating Scenario-Based Design and Keystroke Analysis in Written Argumentation Assessment

**Yicun Deng:** Rate L2 Argumentative Essay Using GPT4: The Effect of Human-centric Materials

**Faceia Hou:** LanPIP: A Specialized LLM-empowered Pipeline for Customizable Language Learning

**Soo Hyong Joo:** Specific-Purpose Language Learning through AI-generated Characters in a Learning-Oriented Assessment

**Xin Li:** Scaffolding in Collaborative Digital Annotations across Text Genres: A Study of Perusal

**Kedi Mo:** Toward Technology-Enhanced Task Based Language Teaching: A Pilot Study of AI-Integrated Instruction for English Speaking Proficiency

**Shamini Shetye:** Khanmigo - The AI Storyteller Weaving Tales of Genre and Grammar

**Erik Voss:** A Comparative Study of AI-Generated and Human-Written Structured Research Abstracts

**Biyin Xu:** Explore AI-generated Feedback for ESL Writing Based on Human Scoring

**Yilin Zhang, Hao Yu, Faceia Hou:** Conversational AI for Learning English: A Systematic Review and Future Directions

# Alumni

## Updates



### **Alumni Profile #1: Tzu Yuan (Alex) Wang Applied Linguistics M.A., 2013**

After graduating from TC, I returned to Taiwan and co-founded New Triumph Education (NTE創勝文教), now one of the largest English language institutes in Taiwan. Our mission is to offer science-based English language courses, integrating insights from second language acquisition (SLA) into classroom practices - a systematic approach previously unexplored. Our institute focuses on helping adult learners achieve their language learning goals more effectively and efficiently. All materials used are original to the program, informed by studies in SLA, corpus linguistics, conversation analysis, assessment, and pragmatics.

Besides teaching courses, I have authored 4 best-selling books on English collocations and GRE vocabulary. On the corporate training front, we have provided English language training on topics such as English presentations and writing to over 100 global conglomerates, including Microsoft, LVMH, Lenovo, Cisco Meraki, BNP Paribas, Deloitte, and KPMG, to name a few. Additionally, we have trained nearly 150 bilingual English teachers in Taiwan, equipping them with a robust understanding of SLA to enhance their teaching effectiveness. The institute offers both offline and online classes and has served more than 35,000 students in Taiwan and abroad.



None of this would have been possible without TC, and especially without the guidance of Prof. ZhaoHong Han, who taught me how to “create favorable conditions” for language learners and to “always keep the learners in mind.”

## Alumni Profile #2: Cheng-Ling (Alice) Chen TESOL Ed.D., 2018

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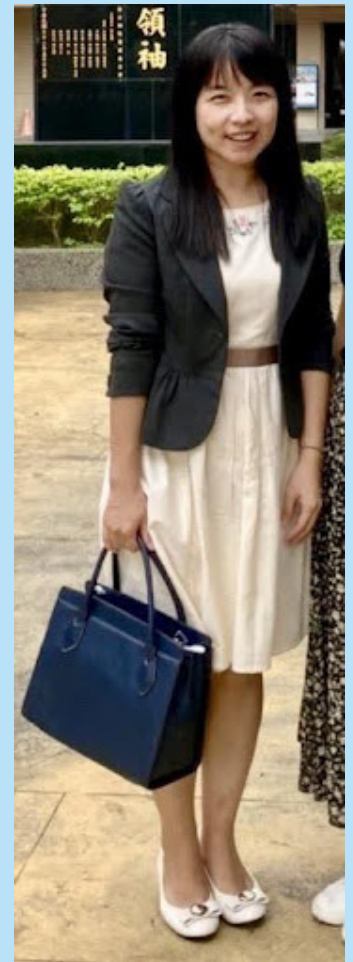
Since graduating from Teachers College, I have embarked on an enriching journey as an Assistant Professor in the Department of English at National Kaohsiung Normal University in Taiwan. During the first two years of my academic career, I also had the privilege of serving as the Director of Curriculum, Registrar, and Graduate Divisions in the Office of Academic Affairs.

In my teaching career, I have dedicated myself to instructing both undergraduate and graduate students, focusing on English for Academic Purposes and training pre-service and in-service English and bilingual teachers. I teach a range of courses, including English Speaking and Listening, English Writing, English Vocabulary Acquisition and Pedagogy, and Advanced Teaching Materials/Methods and Practicum on English for Secondary School at the undergraduate level. At the graduate level, I teach courses on Teaching of Vocabulary through Reading and Language Acquisition, which are closely aligned with my research interests. Inspired by the exemplary teaching models of my professors at TC, I strive to deliver exceptional instruction. My efforts have been recognized over the past five years through consistently positive student evaluations, achieving full scores and recognitions for “teaching excellence” every semester. Knowing that my students value our time together is incredibly rewarding, and their enthusiasm and curiosity continue to inspire me every day!

Beyond the classroom, I enjoy mentoring pre-service teachers during their internships at secondary schools across Taiwan and providing thesis advisement for graduate students. Serving on defense committees and reviewing articles for journals like *Reading in a Foreign Language* and *Language Education & Assessment* has been incredibly fulfilling. Organizing and teaching workshops on teacher training and L2 vocabulary acquisition has allowed me to share my passion for teaching with fellow educators. As a Homeroom Advisor, I have built meaningful relationships with undergraduate students, including mentoring those with special needs. Receiving the Homeroom Advisor Award was a heartwarming acknowledgment of these treasured connections.

Service to the broader community has also been a significant aspect of my career. I've had the joy of teaching English to a broad audience through the Kaohsiung Broadcasting Station for two years and volunteering as a guest speaker for the EMI and Bilingual Education collaboration project with the National Education Radio. Additionally, I have contributed to written and oral examination committees for Teacher Recruitment Examinations and served as a judge for national English speech and writing contests at both the high school and college levels.

I am profoundly grateful for the knowledge and solid training I received from the TC TESOL/AL program. The memories of NYC, our inspiring professors, and supportive classmates/cohort remain close to my heart. The experiences and rewards of my career thus far have been immensely fulfilling, and I am excited to continue contributing to the field of education with the skills and insights I gained at TC.



### Alumni Profile #3: Yeu-Ting (Tony) Liu TESOL Ed.D., 2007

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Greetings, fellow TC students and alumni! I'm Yeu-Ting (Tony) Liu, and I'm thrilled to share my TC journey with you. In 1999, I entered the TESOL/AL program, bright-eyed and ready to diagram sentences with gusto. Two years later, I enthusiastically dove into the Ed.D program, embarking on an eight-year academic adventure that would challenge, inspire, and transform me in ways I couldn't have imagined. It was like training for an intellectual marathon while simultaneously enjoying a scenic tour through the vast landscape of applied linguistics.

During my time at TC, I had the privilege to take courses from some of the best professionals in the field. Prof. Leslie Beebe's thought-provoking sociolinguistics classes opened my eyes to the intricate dance between language and society. Prof. James Purpura's insightful courses on the science of assessing the outcomes of language teaching and learning were so enlightening that I took them twice. Professor Howard Williams's pedagogical grammar classes taught me how to best deliver the most crucial and foundational part of knowledge about language that a successful language teacher should have.

But the crown jewel of my TC experience was the privilege of taking all of Prof. ZhaoHong Han's courses. Her mentorship gradually infused my mind with knowledge and critical thinking skills over eight years. Her principle of setting high standards has become a cornerstone of my personal and professional life. Thanks to the broad foundation she helped me build, I've been able to expand my research into diverse but related areas. My work now spans computer-assisted language learning, cognitive aspects of SLA, L2 speaking and reading development, and beyond. This versatility in research is a testament to the comprehensive and forward-thinking nature of her guidance. After graduating in 2007 with my Ed.D., I returned to Taiwan, where I now teach at the National Taiwan Normal University – the Taiwanese version of Teachers College. It's been nearly 17 years since graduation, and I'm grateful for the opportunity to contribute to both teaching and research. I had the privilege of learning alongside brilliant classmates who have gone on to make significant impacts in our field.

Currently, I'm fortunate to be involved in Taiwan's bilingual education initiative. My work has contributed to the development of the initial policy framework, and now I'm focusing on its practical implementation. As part of this effort, I serve as a mentor for teachers across various subjects, helping them integrate bilingual instruction into disciplines as diverse as PE, art, music, and science. As Vice President for Academic Affairs at NTNU, I'm working to promote bilingual education and English as a Medium of Instruction (EMI) across the university. This involves not only setting institutional policies but also supporting non-English major professors in developing their English teaching skills and nurturing students' professional English abilities across different departments. The lessons learned at TC continue to influence my approach to both success and challenges, always encouraging me to go the extra mile. Most importantly, they've shaped me into the educator I am today - someone who strives to inspire the next generation of language enthusiasts, just as I was inspired.

Here's to TC, to lifelong learning, and to making a difference in education.

## Alumni Profile #4: An Interview with Dr. Robert Oprandy, Applied Linguistics and TESOL Alumnus: MA 1977, EdM 1980, EdD 1988

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By Cicely Rude

When I first met Professor Robert (Bob) Oprandy, my exposure to the study of linguistics had been limited to a single previous class, which presented it as a “system of systems.” Bob’s class marked my first encounter with language as a dynamic, living entity, with learners actively shaping their own language-learning journeys. This transformative experience not only shifted my perspective but also altered the trajectory of my career. Over the years, Bob and I have maintained contact, and I consider myself fortunate to count him as both a friend and a mentor. It was under his guidance that I ventured into the Applied Linguistics and TESOL program here at Teachers College. This article is, in part, a heartfelt thank you to Bob for the profound impact he has had on my life and career.

Bob’s contributions to our field have been too extensive for me to list them all. To mention a few highlights, he served as the Treasurer of NYS TESOL (formerly NYS TESOL BEA) and editor of the TESOL Newsletter. He also served as Chair of the Teacher Education Interest Section of TESOL and on TESOL’s Board of Directors. In this capacity, he assumed the challenging role of Chair of all 17 Interest Sections, making significant contributions, including chairing the Serial Publications Committee. At last count, Bob has taught or trained teachers in 15 countries on five continents.



Recently, I had the privilege of sitting down with Bob, now retired, for an interview. We went into his experiences as a graduate student and faculty member at Teachers College, his time teaching at the Middlebury Institute of International Studies (MIIS) and the University of the Pacific, and his involvement with his wife Pat Tirone in founding a nonprofit organization that is bringing significant benefits to my hometown of Stockton, California.



### **Cicely: What were your favorite things about working with John Fanselow at TC?**

**Bob:** This is a tough question because there are so many favorable memories. First is his passion for and modeling of pedagogical awareness through detailed observation of what transpires in classrooms, not to mention in personal communication anywhere. His development of FOCUS with input from those of us using his sophisticated observation system was immeasurable in my growth as a teacher, as a supervisor of teachers, and as a teacher educator. Fanselow’s ideas permeated my interactive work with teachers in 15 countries on five continents, and without his training and his network of leading professionals in our field, I may never have had that breadth of experiences. Second was the belief that by manipulating the five characteristics of communication highlighted in FOCUS--and by not being afraid to combine them in novel and at times seemingly counterintuitive ways--we can see pedagogical possibilities that can make the science and art of teaching forever fresh. Third was his trust in and encouragement of me and many others to become leaders in the TESOL profession.

### **What were some highlights of your time at MIIS?**

1. Working collaboratively with a stellar faculty (with Kathi Bailey at the helm) on the continuous development of one of the strongest M.A. TESOL/Educational Linguistics programs in the world.
2. Working with students with such facility and interest in languages (admission to the program required bilingual or multilingual proficiency) allowed my planetary proclivity to come into play every day.
3. I brought Julian Edge to campus to do an interactive session with MIIS students to compare and contrast his work on Cooperative Development and my work on Counseling-Learning, ideas that have had a major impact on my teaching.

### **What did you like most about teaching at University of the Pacific?**

1. Bringing many of the ideas I'd developed as a TESOL professional, especially the importance of active empathetic listening, into a traditional teacher education program.
2. Working with a very diverse group of students representative of Stockton, the most diverse city of its size in the nation. My classes reminded me of the diversity I found in classes I taught and administered at LaGuardia Community College in N.Y.C. while completing my studies at TC.
3. As Chair of the Faculty Curriculum Diversity Committee, I worked with Liberal Arts faculty in establishing a diversity course requirement for all students at the University of the Pacific. That led to my being awarded the Martin Luther King, Jr. Peace and Social Justice Award, one that I most cherish.

### **Why did you start the Delta Sculling Center?**

My wife, Pat Tirone, whom I met in the TESOL Program at TC (where she was Director of the Community English Program while earning her M.A. and Ed.M. degrees) and whom I married seven months later, actually started Delta Sculling Center with some prodding by me. Together we began the only para-rowing program west of the Mississippi. It was a marriage of our passion for sculling (rowing with two oars) and Pat's penchant for helping those with disabilities to get out in the world, become more fit, and have a wider (and caring) community to interact with. In addition to her doctorate at TC (in Family and Community Education), she earned a second doctorate in Physical Therapy at the University of the Pacific. As a PT, she couldn't believe she had to drive 1 ½ hours each way to take some of her in-home clients to Berkeley to use adaptive equipment to regain or discover their athleticism. So we decided to figure out how to do that by offering adaptive sculling on the California Delta waterways that run through Stockton.

### **What is most meaningful about your work with the Delta Sculling Center?**

Making the Delta waterways and the amazing sport of sculling accessible to everyBODY and EVERYbody in our region, no matter what physical, cognitive or financial challenges they may have; Seeing the smiles of those civilians and military veterans with disabilities, the youth in our after-school program and summer camps, and the adults who never knew they were athletes as they discover how fit, flexible, strong, and competitive they can be while enjoying the meditative repetitive and healing nature of our sport as well as the natural beauty of the California Delta; Continuing my passion for pedagogy as a coach and watching the development of skills among our participants, some of whom you can't imagine how lacking in confidence they are when they first get on a rowing machine or get the nerve to get in one of our skinny sculling boats; On a personal level, pushing myself to win competitions at 76, doing my part to dampen societal ageism.

## How are you benefitting the Stockton community and beyond?

Delta Sculling Center provides residents of our region access to fitness, health, leisure, and recreation through the inclusive sport of sculling. This sport has historically been perceived as an elite sport, only available to those who have money, privilege, and who are white. At DSC, we have broken down barriers, making our sport equitably available for ALL, not just at our boathouse or in local schools but also at regattas in California. Our programs are available to everyone regardless of physical limitations or economic means. We provide the physical and emotional benefits of sculling and a welcoming sense of community to ALL, regardless of age, creed, culture, (dis)ability, economic status, gender, race, or sexual orientation. We celebrate having participants and coaches who are representative of our entire society.

Pat and I envisioned and initiated a project, now backed by community and county leaders, to build an aquatic center that will a) make the waterways accessible to residents and visitors to Stockton in all kinds of human-powered watercraft, such as rowing sculls, kayaks, stand-up paddleboards, etc., b) educate the public about the historical, environmental and economic impact of the Delta on the region, and c) promote tourism and enhance our economy by providing jobs to build,



maintain, and run a variety of programs at the aquatic center. We received a \$2.5 million planning grant from the Sacramento-San Joaquin Delta Conservancy to bring our vision to fruition.



Readers are invited to find more information about Bob's current work at [www.deltasculling.org](http://www.deltasculling.org) or follow on social media @deltasculling on Instagram or @deltascullingcenter on Facebook. He would also love to hear from former classmates, students and colleagues from Teachers College and past leaders that he worked with in the New York State TESOL organization! Reach out at [roprandy@pacific.edu](mailto:roprandy@pacific.edu).

# 10 Years of Celebration of Teaching

Emily Kutz

The 10th annual Celebration of Teaching Conference was held on April 6th 2024! Since 2014, the CoT conference has highlighted innovative and exploratory practices as participants look for new ways to address age-old and new challenges faced by teachers and learners in schools today. This year, our theme revolved around honoring the identities of newcomer students in the classroom as a response to the growing population in local schools. Presentations included translanguaging pedagogies, trauma-informed teaching, valuing the funds of knowledge learners bring into classrooms, and working with beginning language learners across content areas. Students from AL/TESOL, C&T, BBE, and English Education presented and attended, as did teachers from public schools and students from NYU and Fordham University. We enjoyed a keynote presentation from Mayela Gaytan, a bilingual school counselor who works closely with newcomer families in the DOE. She provided insights into the current landscape of newcomers in NYC as well as helpful resources for teachers. We look forward to the next ten years of CoT!



# LANSI 2023-2024: A Year in Review

Kelly Frantz

The Language and Social Interaction Working Group (LANSI) had an exciting and productive year! The group hosted the 11th meeting of the annual LANSI conference with great success. Individuals in the Language Use track (aka the “LANSI Bunch”) were also active in scholarship activities throughout the academic year.

## LANSI Conference 2023

Sponsored by the Applied Linguistics and TESOL program and several other generous entities at Teachers College, Columbia University, the 11th annual meeting of The Language and Social Interaction Working Group (LANSI) was held on October 13 and 14, 2023, in New York City. The conference brought together new and established scholars of language and social interaction from near and far for a weekend of dialogue and connection. It was led by conference co-chairs, Dr. Hansun Waring, Allie King, Lauren Carpenter, and Kelly Frantz.



LANSI brings together researchers whose work falls within the broad scope of language and social interaction. Thus, the call for proposals sought submissions from diverse areas, including conversation analysis, interactional sociolinguistics, linguistic anthropology, language socialization, and critical discourse analysis, among others. Over the two days of the conference, there were 24 paper presentations and two invited lectures. A highlight of this year was certainly the breadth of research topics, from multi-modal analysis of a children's book, Facetime calls with grandparents, portrayals of rurality in the news, ESL and ASL instruction, and interactions in government, mental health, or birthing contexts, to name a few.

As part of an endeavor to foster connections and make the event more interactive, the conference committee implemented a newly designed 10-10 presentation format where speakers presented their work for ten minutes and then engaged in 10 minutes of Q&A with audience members. This format turned LANSI into a figurative playground where attendees could engage in in-depth discussions about speakers' data. This format opened space for all participants to bring their curiosity and insight and provide speakers with useful feedback and future directions. The LANSI organizing committee is already thinking of ways to perfect the format for 2024.



In addition to the enriching and inspiring paper presentations on a diverse range of topics, the invited lectures stood out as highlights of the conference. On Friday, Tanya Stivers, Professor of Sociology and Director of the Center for Language, Interaction, and Culture at University of California Los Angeles, presented a talk titled “To err is human but to persist is diabolical: Reproaching departures in social interaction.” Stivers examined how speakers in conversation reproach violations of unwritten rules as a way to maintain

the interaction’s moral order. In this meticulous and thought-provoking study, Stivers offered valuable insights into the nuanced dynamics of interactional policing. On Saturday, Steven Talmy, associate professor in the Department of Language & Literacy Education at the University of British Columbia, presented a talk titled “CA/MCA for DEI: A case for motivated looking.” Starting with the foundational CA principle of unmotivated looking, Talmy argued instead for the use of “motivated looking” (Duneier & Molotch, 1999; Talmy, 2009). He explored what CA can offer diversity, equity, and inclusion (DEI) programs as well as what DEI programs can offer CA. Through his lecture, he posed the question of how scholars can utilize CA to investigate social injustice and issues of inequity.

From the invited lectures to the paper presentations, the speakers this year left many attendees with a renewed desire to push the boundaries and to re-approach their work with vulnerability and a fresh perspective. During lunches in Manhattan neighborhoods, the Friday evening reception, and chats during coffee breaks, participants engaged in spirited intellectual exchanges about the theoretical and technical foundations of their research in language and interaction, as well as how to continue to learn and grow within and outside of their scholarly work. We hope that these conversations continue beyond the conference, upholding LANSI’s mission to foster conversations that enrich our understanding of our common research interests, as well as of each other.



## LANSI Bunch Achievements

In addition to hosting a stellar conference, the LANSI bunch has been busy participating in monthly data sessions and shining at academic conferences. At the 2024 Conference of the American Association for Applied Linguistics (AAAL) alone, seven LANSI bunch members presented their research (Dr. Hansun Waring, Dr. Sarah Creider, Kelly Frantz, Lal Horan, Sean Hughes, Miriah Ralston, and Jessica Coombs). Three LANSI bunch members (Dr. Hansun Waring, Sean Hughes, and Miriah Ralston) presented at the International Institute for Ethnomethodology and Conversation Analysis (IEMCA) Conference in Seoul, South Korea, where Dr. Waring was a plenary speaker. Overall, this has been a busy and productive year for the LANSI bunch!

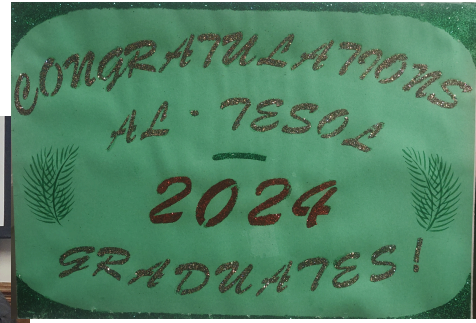
We hope to see the AL/TESOL Community at the 12th annual LANSI Conference on **October 18th and 19th, 2024!**

To view the 2023 conference photos, please visit our [Facebook page](#).

To learn more about LANSI, visit [www.tc.columbia.edu/lansi/](http://www.tc.columbia.edu/lansi/).

## End-of-the-Year Party 2024! 🎉

Our last three program parties have been graced with classical performances by recent M.A. grad Michelle Pan (oboist) and accompanists.



Woonji Yeoh (2024 grad), accompanied by Dr. Voss, performs popular songs in operatic style

## Student Achievements

### 2024 Fanselow Award Winners

Sharon Chan, "Collaborative Language Play: The Digital Escape Room"

Ashly Emerson, "Bias in History: High School Social Studies Differentiated for Newcomers"

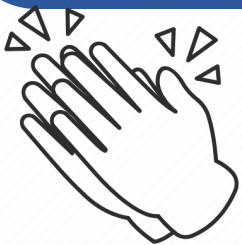
Biyin Xu, "Tech-based Lesson Plans and Materials: Using AI for Materials Development"



### 2024 APPLE Award Winners

Vicky Chang, "The Role of Virtual Reality in Task-Supported Teaching of Chinese as a Second Language"

Mingyizhou Austr Wang, "Teacher Strategies for Reducing Foreign Language Anxiety Among Chinese University Students"



## Student Presentations

Coombs, J., “Manipulating, vocalizing, and prompting: Involvement strategies with a preverbal child” (American Association for Applied Linguistics, Houston, March 2024)

Jiang, Y., “The use of turn-initial “fe” as disjunctive marker in Suzhounese conversation” (York Conference on Conversation Analysis, York, UK, July 2024)

Palancilar, A., “Integrating Translanguaging into L2 Grammar Instruction in a Multilingual Classroom” (Celebration of Teaching, New York, April 2024)

Rude, C., ““Pop-off”: Intertextuality as a Resource for Conversational Involvement During Collaborative Video Game Play” (American Association for Applied Linguistics, Houston, March 2024)

Stabler-Havener, M. L., “Prompt engineering for educational purposes: Effective techniques for leveraging generative AI tools in higher education” (“Artificial Intelligence: Recent Trends, Impact, and Scope” International Multidisciplinary Conference hosted by St. Michael’s College and Naipunnaya School of Management, Virtual)



## Completed Ed.D. Dissertations, 2023-2024

Jorge L. Beltrán “Examining the role of assistance in a scenario-based test of L2 argumentative speaking ability: A learning-oriented approach to the assessment of complex competencies” (Sponsor: Professor James Purpura)

Di Yu, “Constituting Democracy at Every Turn of Talk: Conversation Analytic Accounts of Political Town Halls” (Sponsor: Professor Hanson Waring)

Farah Sultana Akbar, “Interactional Feedback in Text-based and Voice-based Synchronous Computer-Mediated Communication” (Sponsor: Professor Lalitha Vasudevan)





# Congratulations to our 2024 graduates!

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Editor: Kelsey Kwandrans

Advisor: Dr. Williams

Huge thanks to all who contributed to the newsletter!  
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