

2026 Issue

# AL/TESOL Times

A newsletter of the Applied Linguistics & TESOL Program of  
Teachers College, Columbia University

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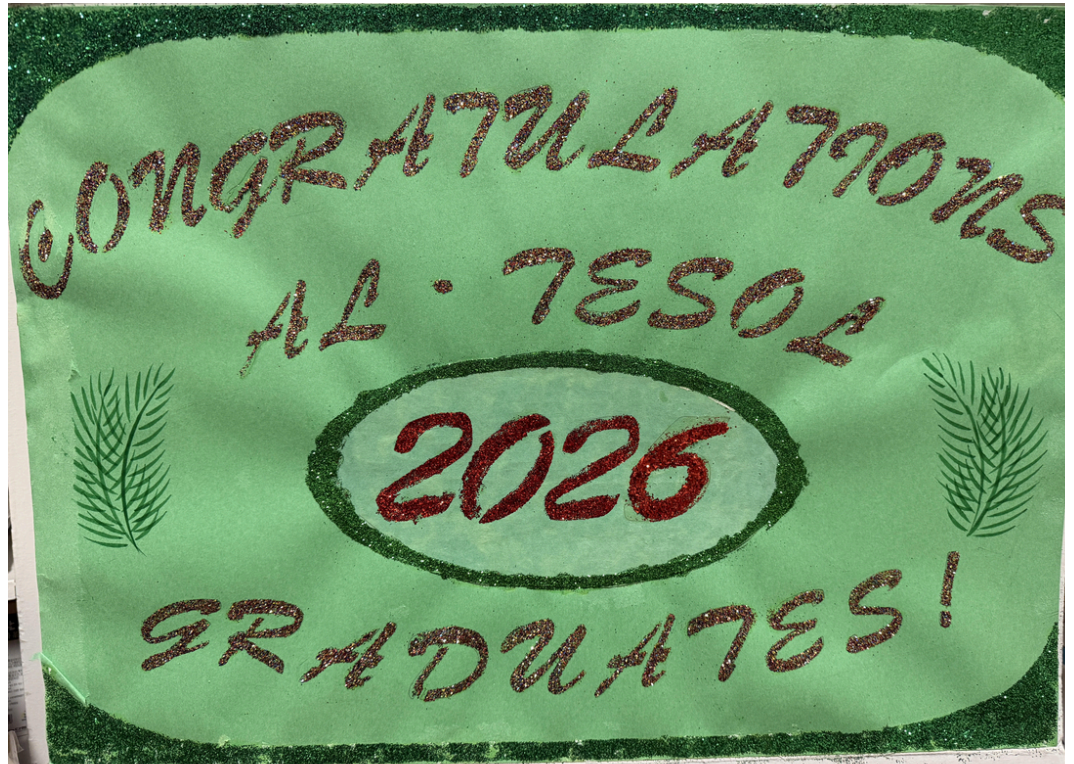
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## Letter from the Editor

In last year's AL/TESOL Times, my predecessor addressed the uncomfortable but unavoidable question of AI's place within the landscape of human inquiry. This year, we ask: how do we learn to live and work alongside it, with our humanity still intact?

That is not a question I have posed to our contributors; rather, it is a question reflected in piece after piece, from researchers probing the emotional dimensions of AI in language learning, to educators designing classrooms that harness new technologies, to doctoral students building tools and arguments that push the field forward. Ironically, the "answer", or beginnings of an answer advanced in this newsletter, all point to what endures at the epicenter of change: community.

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Community is the binding that threads these digital pages together. It is the theme that animated this year's Celebration of Teaching Conference. It is what international graduates spoke about with such feeling at the OISS reception in May. It is what drove the international, cross-institutional partnership between CIFLTE and NTNU in Taiwan. Community is cultivated by LANSI, the Roundtable, and the various tracks within the AL/TESOL program in their own ways, semester after semester.

This is the work that no model can replicate: the slow, patient building of a community of scholars who care about language, about learning, and about each other. We are deeply grateful to every contributor who made this issue possible, and to you for reading it.

Warmly,  
Allison Payne (Editor)

**Stay up to date with the AL/TESOL  
program by following us on  
Instagram: @columbiaaltesol**

## Apple Lecture 2026

On April 10, 2026, the AL&TESOL Program hosted the annual APPLE Lecture, with speaker Dr. Steven Thorne, Professor of Second Language Acquisition at Portland State University. Dr. Thorne's talk, "Assemblage Approaches to Digital Technologies and Morphologies of Communicative Action," explored how technologies shape cognition, communication, and language learning across a range of contexts, including human-generative AI interactions. His lecture drew from multiple theoretical frameworks, arguing that technology is not merely a tool but a constitutive force in human culture. The evening concluded with a wine and cheese reception. Dr. Thorne was also interviewed ahead of the lecture by AL&TESOL doctoral students for an upcoming issue of SALT. ♦



**Dr. Thorne (right) speaking with students.**

# AIRiAL 2025: Exploring Developments in the Future of Emotionally Intelligent Machines

By *Dan Eskin*

This past fall, the third annual *Artificial Intelligence Research in Applied Linguistics* (AIRiAL) conference was once again held at Teachers College, Columbia University, organized by Dr. Erik Voss and other graduate students in the Applied Linguistics and TESOL program. The conference focused on pioneering research on the use of AI for recognizing learners' emotional reactions and impacting their social and emotional dispositions and second language performance. The conference presenters and attendees comprised an eclectic multidisciplinary and multicultural collection of over 100 participants from 10 different countries, who were researchers, educators, and students from applied linguistics and other fields such as computer science and instructional design.

Held on September 25-27, AIRiAL 2025 included a pre-conference workshop, two plenary speakers, 22 paper presentations, 9 posters, and two technology demonstrations on a range of topics. The organizing committee led off the conference by presenting their findings from a systematic review on emotional AI in language education, summarizing the research on generative AI's capacity to recognize and impact second language learners' social or affective states. Other topics presented included the impact of AI on emotions like anxiety and engagement in second

language learning, assessing interactive competence in AI-mediated speaking assessment, and detecting learners' emotions in order to provide adaptive feedback on their language performance.

The conference proudly introduced its first-ever pre-conference workshop led by Dr. Ikkyu Choi from the ETS Research Institute, which provided attendees with intensive, hands-on training in speech processing and open-source foundation models. Additionally,



**Ágata Lapedriza, Principal Research Scientist**

the conference featured two distinguished plenary speakers offering complementary perspectives that perfectly aligned with the social and emotional AI theme. Dr. Julia B. Hirschberg, Percy K. and Vida L.W. Hudson Professor of Computer Science at Columbia University, discussed the development of empathetic

conversational agents designed to provide affective support and enhance student grit in language learning. Dr. Àgata Lapedriza, Professor at Northeastern University and expert in affective computing, explored the cutting-edge computational modeling of emotion perception and how emotion-aware technologies can be leveraged to actively support human well-being.



***Dr. Julia B. Hirschberg, Percy K. and Vida at the Institute of Computer Science at Columbia University***



***Group photograph of AIRiAL 2025 conference attendees***

The success of the conference would not have been possible without the considerable contributions from everyone involved. These contributions included those from the sponsors, the Duolingo English Test, Language Testing International (LTI), Center for Applied Linguistics (CAL) Assessments, Science Connected, Gizzai Tech, Ltd., the organizing committee, led by Dr. Erik Voss, Shamini Shetye, Dan Eskin, Kedi Mo, Yilin Zhang, and Xiaoya Wang, as well as the proposal reviewers and conference volunteers.

Preparations for the fourth annual AIRiAL 2026 conference, to be held on September 24 to 26, are already in the progress on the theme of “Multimodal and Multimodel AI.” The conference theme and the talks will be sure to spark great thought, discussion, and debate similar to previous years. ♦



***Organizing committee presenting; Front: Dr. Erik Voss speaking; Back: (L-R) Dan Eskin, Shamini Shetye, Kedi Mo, Yilin Zhang (not photographed: Xiaoya Wang)***

# The 2026 Language and Technology Research Group Open House

By Eugene Hu



The students of the Language and Technology Research Group (LTRG), founded by Dr. Erik Voss, had a productive year. In the fall, they conducted systematic and scoping reviews on artificial intelligence in language education, followed by reviews on AI-based language learning technologies in the spring. The Language and Technology Open House, hosted on February 18th, 2026 at Horace Mann, was a culmination of their efforts.

The event took inspiration from the annual *Artificial Intelligence Research in Applied Linguistics (AIRiAL)* conference, which is also planned by members of the research group. As such, the open house served as a miniature

academic conference with short individual student presentations followed by technology demos. Many LTRG members brought family as well as friends from the AL&TESOL program and beyond. After a brief introduction to the language and technology branch of AL/TESOL and LTRG by Dr. Voss, members shared preliminary findings from their systematic and scoping reviews. These reviews examine empirical studies published in the 2020s across four areas of language learning – pronunciation, speaking, writing, and teacher training.



Afterwards, the open house transitioned to the tech demo portion where the research group members showcased a variety of learning tools they began to develop in the spring, some of which received greater refinement even after the open house. One group endeavored to program a lifelike avatar to help train pre-service ESL teachers. Another, with the aid of Google Gemini, coded an all-purpose learning assistant modeled after a famous fictional AI from Marvel Comics: J.A.R.V.I.S. A final duo collaborated on a pronunciation training device complete with text-to-speech and voice cloning function.

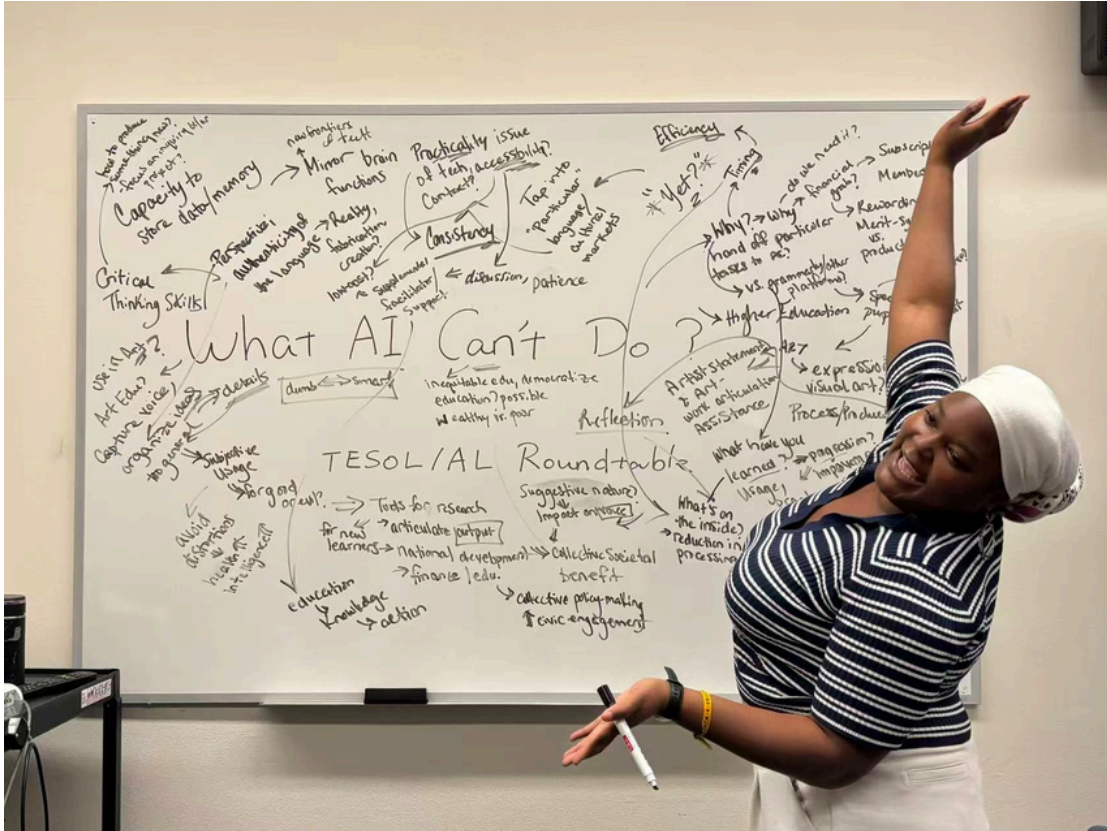


The developers of these tools introduced their aims and designs by showing creatively assembled demo videos and elaborate source code. Though the LTRG members scarcely heeded their faculty advisor's warnings against being overly technical in their demos, most guests left no stone unturned in the second half of the event. One member of the avatar group, when recalling the open house, commented "That video demo for the avatar? With the AI stick figure animation? I stayed up until 4 AM to put it together. Worth it." ♦

***"That video demo for the avatar?  
With the stick figure animation?  
I stayed up until 4 AM to put it  
together. Worth it."***

# A Year with the AL/TESOL Roundtable

By Licen Liu



The TESOL/AL Roundtable is a student-run organization designed to allow students to present research in an informal environment, share knowledge of upcoming events, and engage in dialogue with other applied linguistics enthusiasts, whether they are part of the Teachers College community or from outside institutions. This past academic year, the Roundtable hosted a range of events that brought that mission to life.

Two events took place in the fall semester. In October 2025, the TESOL/AL Roundtable welcomed around 10 new members and kicked off the new academic year with a Halloween Party. Returning and incoming members enjoyed snacks, sushi, music, and language-related games with students from across departments. On November 24, the Roundtable held a talk in Horace Mann 332 discussing things that cannot be done by AI. As conversations about the potential of AI continue to multiply, the Roundtable believes it is equally crucial to consider the opposite question – particularly from the perspective of language learners and educators.

The highlight of the year was the 12th Annual Celebration of Teaching (CoT) Conference, held on Saturday, April 11. Established by students in the TESOL/AL programs in 2014, CoT has highlighted various exploratory teaching practices to address challenges faced by teachers and language learners in schools today. The event provides a space for participants to network with fellow teachers-in-training, current classroom teachers, peers from TC, and community members from various backgrounds.

The Roundtable also strongly encourages faculty participation in order to foster growth in both students' linguistic knowledge and sense of community. Through events like these, the Roundtable hopes to strengthen the sense of community within our disciplines by drawing on the diverse knowledge and talent of the university, the city, and the world at large. ♦

## The 2026 Celebration of Teaching Conference

By Maddie Roberts

In April, the program hosted its twelfth annual *Celebration of Teaching Conference*, an afternoon of lesson demonstrations and dialogue at Teachers College. This year's theme, "Community and Education," brought together a diverse group of pre-service and practicing education professionals from both the TC community and abroad.

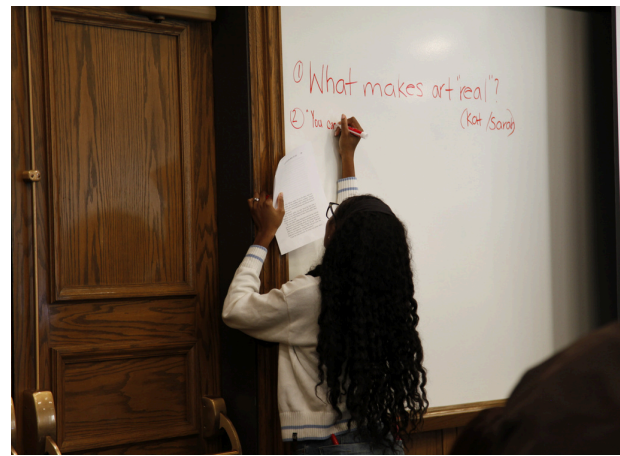
The conference was honored to welcome TC's own Dr. Colby Tofel-Grehl, Associate Professor of Science Education and Vice Dean for Teacher Education and School & Community Partnerships, to kick off the afternoon with a hope-filled keynote. Drawing on her experiences teaching in Hawaii, Dr. Tofel-Grehl reflected on the importance of



intentional and culturally responsive community engagement in education.

This was followed by a keynote from Dirk Erkelenz and Evelin Wright, educators from the Königin Luise Schule in Cologne, Germany, who presented on their Stolpersteine ("stepping stones") remembrance project. Each year, Mr. Erkelenz and his students assemble biographies of former Jewish KLS students who were impacted by the Nazi regime for a Memorial Book published on the school's website. In addition to compiling these biographies, students raise funds to commission stepping

stones in the former students' honor, which are laid outside the school during a school-wide ceremony. Mr. Erkelenz, Evelin Wright, and several former KLS students who previously participated in the project joined TC community members for a Q&A on what it takes to lead a project-based curriculum that centers student agency, as well as how to prepare students to engage with emotionally charged histories and experiences closely tied to their country.



In addition to these speakers, we were honored to have Cicely Rude, a doctoral student in the Applied Linguistics and TESOL program; Ahmed Almadlouh, a doctoral student in the Philosophy and Education program; and Xiaozhou Liu, an alumna of the Master's TESOL program, present lesson demonstrations designed in response to their various educational backgrounds and contexts.

This event was designed and realized by a group of Master's students in the TESOL program: Licen Liu, Kierra Philip, Maddie Roberts, and Zian Xu. The event would not have been possible without the guidance of Dr. Sarah Creider, the contributions of the TESOL Roundtable, and the grant awarded by Teachers College Graduate Life and Student Development. ♦



# LANSI: A Year in Review

By Mark Romig and Lal Horan

The Language and Social Interaction Working Group (LANSI) had an exciting and productive year! The group hosted the 13th meeting of the annual LANSI conference with great success, individuals in the Language Use track (aka the “LANSI Bunch”) actively presented and published, and LANSI-T, a research group focused on interaction and teaching, had its inaugural year.

## LANSI Conference 2025

Sponsored by the Applied Linguistics and TESOL program and several other generous entities at Teachers College, Columbia University, the 13th annual meeting of The Language and Social Interaction Working Group (LANSI) was held on October 10 and 11, 2025, in New York City. The conference brought together new and established scholars of language and social interaction for a weekend of dialogue and connection, with proposals spanning conversation analysis, interactional sociolinguistics, linguistic anthropology, language socialization, and critical discourse analysis, among other areas.



Over the two-day conference, there were 25 paper presentations and two invited lectures. A diverse breadth of research topics and contexts were presented, including nonlexical vocalizations in early childhood classrooms in Japan, bar-exam questions in senate judicial nomination hearings, playful-first responses in news interviews, negotiating epistemic status in swatting calls, and action ascription in human-AI interaction, to name a few. Presenters were required to stick to a 10-10 format: 10 minutes allocated for traditional presentation, followed by 10 minutes of discussion with the audience. This format allowed all participants to engage in collaborative discovery, sharing insights and feedback to serve as springboards for future research directions. The conference also hosted Humans of LANSI, a signature initiative in which speakers and participants were interviewed about what brought them to LANSI and language use research; snippets of interviews can be found on Twitter/X under #Humansoflansi.



***Dr. Galina Bolden from Rutgers University***

Several invited lectures stood out as highlights from the conference. Galina Bolden, Professor of Communication at Rutgers University, presented a talk titled “Other correction sequences”, in which she examined other-initiated other-repair and argued that other-correction sequences allow interactants to patrol and enforce rules of language use and conduct. Bolden’s insightful analysis and clear findings offer valuable insights into repair organization and the interactional affordances of other-correction sequences. Dr. Susan Ehrlich from York University presented “Intertextual discursive practices and social

inequalities in the legal system”, exploring her work as an expert witness in legal cases in which conversation analysis can be used to analyze bias in evidence presented during legal proceedings. Her talk showed that CA can be a powerful tool to enact social change and work towards a more just world.



***Dr. Susan Ehrlich from York University***

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 a fresh perspective. Over lunches across Manhattan, coffee break chats, and during Friday’s evening reception, participants engaged in spirited intellectual exchanges about the theoretical and technical foundations of their research in language and interaction. 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.

To view the 2025 conference photos and learn more about LANSI, visit [www.tc.columbia.edu/lansi/](http://www.tc.columbia.edu/lansi/). We’re looking forward to LANSI 2026, and we hope to see you there! ♦

## LANSI Bunch Achievements

In addition to hosting a stellar conference, the LANSI bunch has been busy participating in monthly data sessions, shining at academic conferences, and publishing their research. At the International Gender and Language Association (IGALA) conference, Dr. Kelly Frantz, Sean Hughes, and Miriah Ralston presented several papers, and Mark Romig presented his paper at the Vocab@ Maryland Conference. Dr. Nadja Tadic published her work on conversation analysis for social justice, and Lal Horan and Mark Romig both published their pilot studies in Classroom Discourse. More information about recent publications and presentations by LANSI Bunch members can be found here:

<https://www.tc.columbia.edu/lansi/resources/>

## LANSI-T

This was the inaugural year of Language and Social Interaction in Teaching (LANSI-T), a research group for MA and doctoral students who are interested in research related to interaction in classroom settings. The group met weekly to analyze video data and discuss pressing issues in classroom interaction research, and they also worked together to submit conference proposals, create research questions, and write articles. The group also hosted their first open house where they discussed current research projects on teacher-facilitated peer interaction and what “we” means in the classroom.

*LANSI-T will continue to meet regularly in the Fall, and all are welcome. To sign-up to join the weekly meetings, please email Dr.*

*Sarah Creider at  
scc2120@tc.columbia.edu.*



# SLA Doc Sem: Highlights from 2025–2026

By *Emily Kutz*

The 2025–2026 academic year has been an outstanding one for the SLA Doctoral Seminar. From dissertation defenses and conference presentations to journal publications and invited talks spanning the globe, our community has been busy, productive, and impactful. We look forward to a productive summer and to welcoming Ioana Wicker to the seminar!



**Dr. Han** (bottom left) delivered eight invited talks during the 2025–2026 academic year, both domestically and internationally, on topics spanning generative AI in applied linguistics, task-based language teaching, and English-medium instruction.



**Sue Park** completed and successfully defended her doctoral dissertation, *Digital Gameplay Affordances and Incidental Vocabulary Acquisition: A Multiple-Case Study*. Congratulations, Dr. Park!

**Ashley Beccia** presented dissertation findings at AAAL 2026 and, as Editor of SALT, co-edited a forum on human-AI vo-adaptation and co-authored a related piece with Jill Williams and Sue Park. She also interviewed APPLE Lecture speaker Dr. Steven Thorne. Through her role as Academic Coordinator at CIFLTE, she co-chaired the TBLT Symposium and the 2nd *Unconference for Language Educators*, and served as Project Assistant for the TC-NTNU EMI program.

**Zhizi (ZZ) Chen** co-organized the Unconference and TBLT Symposium, drawing presenters from more than 15 countries, and served as Conference Director for the CLTA 2025 Conference, which welcomed 400+ scholars from across the U.S. and abroad. She also served as a live interpreter for several distinguished speakers, including Nobel Prize-winning economist Dr. Eric Maskin. ZZ presented on task sequence and vocabulary acquisition at Vocab@Maryland and CLTA 2025, and co-authored a SALT publication with Liza Ostolaza on human-AI co-adaptation.



**Shamini Shetye** helped organize AIRiAL 2025 and presented a group paper at the conference titled "Emotional AI in Language Education: A Systematic Review."

**Jill Williams** co-authored a SALT article with Ashley Beccia and Sue Park on learner-ChatGPT dyadic interaction, finalized her pilot study data analysis, and presented research on foreign language anxiety as a guest speaker for CIFLTE. She also assisted the Individual Differences in SLA course.

**Emily Kutz** presented at NYS TESOL and AAAL 2026, with her AAAL presentation funded by the Provost's



Grant for Conference Presentation & Professional Development. She taught the PreK-6 methods course at TC in the fall and at CUNY in the spring, and recently stepped into the role of Program Manager for Special Education Programs at Teachers College.

Liza Ostolaza contributed to the TC-NTNU EMI program through collaborative instruction, classroom observation, and feedback in both New York and Taipei. She co-authored the SALT article "It Takes Two to Align: A Longitudinal Mixed-Methods Investigation of Human-AI Co-adaptation through Iterative Dialogues." Liza is currently working on her pilot study.



# CIFLTE 2025–26: Advancing Language Education Through Innovation and Partnership

By *Ashley Beccia*

Since 2008, the Center for International Foreign Language Teacher Education (CIFLTE) at Teachers College, Columbia University has promoted research-informed teacher training and pursued classroom-based inquiry that enriches our understanding of foreign language learning, teaching, and teacher preparation.

CIFLTE is directed by Professor ZhaoHong Han. During the 2025–26 academic year, Ashley Beccia and Zhizi Chen served as Academic Coordinators. The CIFLTE team also includes Masaki Yoshikawa, Administrative Assistant, and collaborates closely with colleagues at Osaka Gakuin University.

This year, CIFLTE hosted programs, events, and initiatives addressing contemporary issues in language education. Across its activities, the Center engaged educators, researchers, and students from diverse international contexts.

## LTC-NTNU Professional Development Program in English-Medium Instruction

Last summer, CIFLTE launched the TC-NTNU EMI Professional Development Program in partnership with National Taiwan Normal University (NTNU). Spearheaded by Professor Han, the initiative engaged 21 faculty members from 12 universities across Taiwan in professional development in English-Medium Instruction (EMI). The program consisted of two weeks of intensive training at TC, followed by a capstone project phase during which participants implemented research-informed approaches to EMI within their own institutional contexts. Training sessions were facilitated by Professor Han, Dr. Sarah Creider, and Ashley Beccia and Liza Melanie Ostolaza, who also served as program assistants. Participants explored learner-centered pedagogy, task-based language teaching, scaffolding, assessment, and the role of emerging technologies such as generative AI in EMI classrooms.



**Dr. Creider checking in with small groups during the intensive training at TC last summer**



**The TC team (front row) observes a participant's class at National Chung Cheng University in Chiayi**



**A group shot at the TC-NTNU EMI 2025 Symposium at National Taiwan Normal University in Taipei**

### **Task-Based Language Teaching in Action: Global Perspectives and Practices**

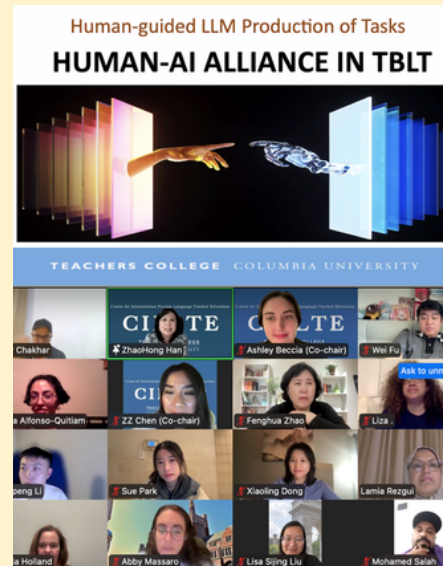
In November, CIFLTE hosted *Task-Based Language Teaching in Action: Global Perspectives and Practices*, a two-day online symposium exploring how TBLT is realized across classrooms, communities, and cultures. Sessions were organized around four themes: task design and innovation, critical and socially engaged TBLT, foundational skills, and TBLT in the 21st century. Presentations showcased a wide range of applications, from TBLT with preschoolers to healthcare access for asylum seekers. The symposium also featured a panel from the International Association for Task-Based Language Teaching (IATBLT) and an academic roundtable by scholars across Brazil and the United States on “Doing Critical TBLT across the Americas.” The symposium concluded with a keynote by Professor Han, “Task-Based Language Teaching in the Age of AI Revolution.”



**Ning He gives her presentation “Chinese Calligraphy: A TBLT Task Sequence.”**



**Allison Payne presents “ChatGPT for Task Design: A Chinese Lesson on MBTI Personality Types.”**

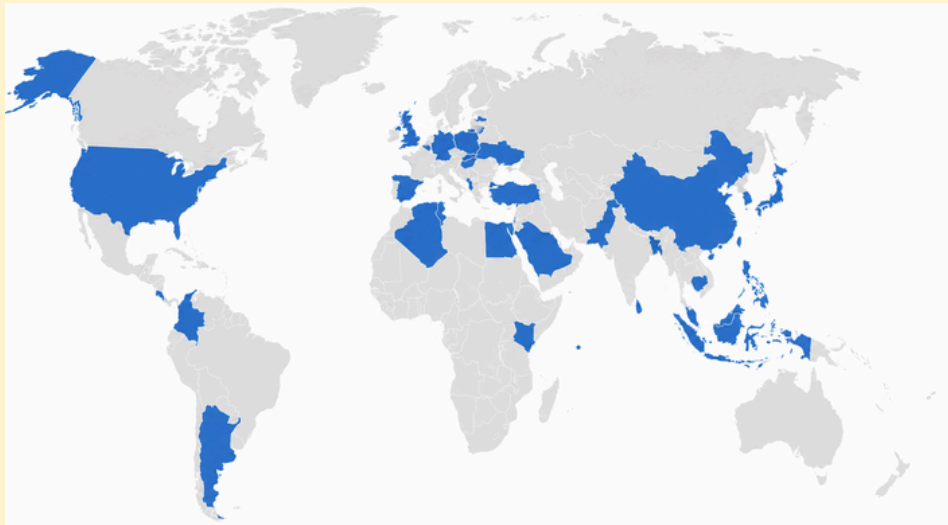


**Professor Han delivers her keynote on TBLT in the AI age.**

## **The 2nd Annual Unconference for Language Educators: AI Integration in Foreign Language Instruction**

CIFLTE hosted its 2nd Annual *Unconference for Language Educators* in April. Centered on the theme “AI Integration in Foreign Language Instruction,” educators from over 30 countries and regions joined two online sessions for collaborative dialogue and problem-solving around the opportunities and challenges of AI in language teaching.

As a participant-driven, “bottom-up” event, the *Unconference* was structured around questions submitted by participants in advance. These questions shaped breakout conversations on topics such as AI literacy, assessment, materials adaptation, young learners, and lesson planning. Participants documented ideas through shared Padlets before reconvening as a whole group to reflect on key issues emerging from breakout discussions. Among the recurring insights were the importance of human expertise in AI integration and the urgency of helping students engage with AI critically and responsibly.



***World map depicting the geographical spread of Unconference 2026 attendees.***

## **The TCSOL/TESOL Dual Certificate Program**

This June, CIFLTE welcomed educators and students from around the world to its TCSOL/TESOL Dual Certificate Program offered online and in Osaka, Japan, in partnership with Osaka Gakuin University (OGU). Participants in the program engage in intensive professional development in Chinese and/or English language teaching.

Participants recently completed their Educational Linguistics coursework and will begin Foreign Language Pedagogy in July. The program will conclude with a graduation ceremony held at OGU.

## Upcoming Professional Development Opportunities

In addition to the Dual Certificate Program, CIFLTE is offering two new professional development opportunities this summer in partnership with OGU:

### Foreign Language Pedagogy

**FOREIGN LANGUAGE PEDAGOGY**

Offered by the Center for International Foreign Language Teacher Education (CIFLTE) at Teachers College, Columbia University in partnership with Osaka Gakuin University, *Foreign Language Pedagogy* is designed for language educators worldwide seeking to strengthen and expand their professional knowledge and skills.

**Who Should Apply?**

This course is ideal for:

- Pre-service and in-service teachers of any foreign language
- Educators working in any context, including English-Medium Instruction (EMI)
- Individuals looking for rigorous, research-informed professional development in language pedagogy

Course Information	Application Process
<b>Dates:</b> July 20-24, 2026 <b>Time:</b> 6:00PM-9:00 PM (JST) <b>Venue:</b> Osaka Gakuin University (Osaka, Japan) <b>Modalities:</b> • In-person • Online (synchronous or asynchronous) <b>Institute Fee:</b> \$2,500 USD <small>Tuition is due within one week of admission or by the start date, whichever comes first.</small>	<b>Requirements</b> • Application Form • Application Fee (\$50) <b>Application Deadline</b> <b>July 17, 2026</b> <b>To Apply</b> Send the completed application form and receipt of application fee payment as attachments in a single email to <a href="mailto:ciflte@tc.columbia.edu">ciflte@tc.columbia.edu</a> .

Learn More & Contact Us  
 Website: [tc.columbia.edu/ciflte](http://tc.columbia.edu/ciflte) E-mail: [ciflte@tc.columbia.edu](mailto:ciflte@tc.columbia.edu)

Application Deadline: July 17  
[Learn More](#) | [Apply Now](#)

### Summer Institute on AI Integration in Foreign Language Instruction

**Integration of Generative AI in Foreign Language Instruction**

Offered by the Center for International Foreign Language Teacher Education (CIFLTE) at Teachers College, Columbia University in partnership with Osaka Gakuin University, the *Summer Institute on Integration of Generative AI in Foreign Language Instruction* is designed for language educators looking to effectively integrate emerging AI technologies into their teaching.

**Who Should Apply?**

This course is ideal for:

- Pre-service and in-service teachers of any foreign language
- Teacher trainers, curriculum developers, and program managers
- Educators interested in AI-informed pedagogy and instructional innovation
- Individuals seeking cutting-edge, research-informed professional development

Institute Information	Application Process
<b>Dates:</b> July 27-29, 2026 <b>Time:</b> 6:00-9:00 PM (JST) <b>Venue:</b> Osaka Gakuin University (Osaka, Japan) <b>Modalities:</b> In-person or Online (synchronous) <b>Institute Fee:</b> \$1,500 USD <small>Tuition is due within one week of admission or by the start date, whichever comes first.</small>	<b>Requirements</b> • Application Form • Application Fee (\$50) <b>Application Deadline</b> <b>July 24, 2026</b> <b>To Apply</b> Send the completed application form and receipt of application fee payment as attachments in a single email to <a href="mailto:ciflte@tc.columbia.edu">ciflte@tc.columbia.edu</a> .

Learn More & Contact Us  
 Website: [tc.columbia.edu/ciflte](http://tc.columbia.edu/ciflte) E-mail: [ciflte@tc.columbia.edu](mailto:ciflte@tc.columbia.edu)

Application Deadline: July 24  
[Learn More](#) | [Apply Now](#)

## UStay Connected with CIFLTE

CIFLTE recently launched the [CIFLTE Community Listserv](#) and expanded its social media presence to [Bluesky](#). Connect with CIFLTE at [bio.site/ciflte](https://bio.site/ciflte).

# Studies in Applied Linguistics & TESOL (SALT): The 2025–26 Academic Year in Review

By Ashley Beccia

The 2025–26 academic year was an active one for *Studies in Applied Linguistics & TESOL (SALT)*, the TC AL&TESOL Program’s peer-reviewed journal published in partnership with Columbia University Libraries. SALT supported the Program’s intellectual life by publishing work by students, alumni, and scholars and hosting lectures, data sessions, interviews, and other events.

## Editorial Board Updates

We began the year with several updates to the editorial team:



EDITOR

Ashley Beccia is an Ed.D. candidate in the AL&TESOL Program specializing in second language acquisition (SLA). Her work focuses on child SLA, task-based language teaching, and complex dynamic systems theory.



BOOK REVIEW  
EDITOR

Alyson (Lal) Horan is an Ed.D. candidate in the AL&TESOL Program specializing in language use. Her research examines how American Sign Language is taught in L2 settings through a Conversation Analysis lens.



FACULTY SPONSOR

Dr. Erik Voss is an Assistant Professor in the AL&TESOL Program whose work sits at the intersection of language assessment and technology. He serves as Associate Editor for *Language Assessment Quarterly* and organizes the annual *Artificial Intelligence Research in Applied Linguistics (AIRiAL) Conference*.

## Publications and Features

In December, SALT published [Volume 25, No. 2](#). The issue included several contributions authored by members of the TC AL&TESOL community.

Chanyoung Park (M.A. 2024) contributed the [article](#) “Resolving Misunderstanding through an Extended Sequence.”

Abby Massaro and Ashley Beccia co-edited “Co-Adaptation in an Ecosystem of Human–Machine Dyadic Interaction,” a [forum](#) that explored how an EFL learner and ChatGPT adapted to one another in interaction from different analytic perspectives:

- [Abby Massaro and Ioana Wicker](#) investigated stylistic (a)synchrony through the lens of communicative naturalness;
- [Ashley Beccia, Sue Min Park, and Jill Williams](#) presented a multi-leveled linguistic analysis of learner–ChatGPT interaction; and
- [Zhizi Chen and Liza Melanie Ostolaza](#) offered a longitudinal mixed-methods investigation of co-adaptation across iterative dialogues.

Forum contributors are current, incoming, or recent members of the SLA doctoral seminar.

In January, the issue was featured on [The Tinker](#), a blog published by Columbia University Libraries.

In April, SALT hosted an interview with 2026 APPLE Lecture speaker Professor Steven Thorne. Recorded in the Digital Futures Institute’s media studio, Jessica Coombs Brantigan, Abby Massaro, and Ashley Beccia asked Professor Thorne about topics ranging from theoretical pluralism to affordances for language learning in augmented reality. The interview is available on [YouTube](#).



***Ashley (left), Jessica (second from left), and Abby (right) interview Prof. Thorne (second from right).***

### **Making Research Visible: Events Throughout the Year**

Throughout the year, SALT hosted several events that invited participants to engage with ongoing research and emerging issues in the field.

REAL Doc (Doctoral Student Research in Education and Applied Linguistics) Data Sessions offered opportunities to analyze dissertation data from members of the AL&TESOL community:

- Dr. Sue Min Park (Ed.D. 2026) facilitated a session on triangulating comprehension across data sources from her study on digital gameplay affordances and incidental vocabulary acquisition.
- Dr. Soo Hyung Joo (Ed.D. 2026) led a session on co-constructing meaning with a multimodal AI character in a scenario-based language assessment of science.
- Mark Romig (Ed.D. candidate) guided participants through line-by-line analysis of vocabulary explanations in adult ESL classrooms.

We also hosted Brown Bag Lectures with AL&TESOL alumni. In December, Dr. Yuna Seong (Ed.D. 2023) spoke about assessing the cognitive dimension of L2 academic speaking through a scenario-based approach. In April, Dr. Catherine Box (Ed.D. 2017) shared a contextually grounded perspective on English-Medium Instruction in Latin America.

In February, as part of the Virtual Lecture Series, SALT welcomed Dr. Ana Emília Fajardo Turbin for a talk on assistive technology and AI for students with low vision. Dr. Turbin was a 2024–2025 Visiting Research Scholar in the Department of Arts & Humanities under the supervision of Dr. Erik Voss.



***Dr. Soo Hyung Joo introduces attendees to her dissertation data during her REAL Doc Data Session.***

## Keeping Up with the Times

To reflect current developments in the field, SALT expanded its Focus and Scope this year to include instructional technology and AI in education.

SALT also introduced an AI policy for authors and reviewers, providing guidance on acceptable uses of AI in manuscript preparation and peer review, as well as expectations related to responsibility and disclosure.

## Looking Ahead

Volume 26, No. 1 is in preparation and expected to be published shortly.

The editorial board is now accepting submissions for the Fall 2026 issue; view guidelines and make a submission [here](#).

Starting in Fall 2026, SALT will publish mini-proceedings from two conferences hosted at TC: the AIRiAL Conference and the Language and Social Interaction Working Group (LANSI) Annual Meeting.

SALT is also preparing a Special Issue on L2 Vocabulary with a target publication date of June 2027. Those interested in joining the editorial team for the Special Issue should email Co-Editors Ashley Beccia and Mark Romig at [tcsalt@tc.columbia.edu](mailto:tcsalt@tc.columbia.edu) by July 31, 2026.



**SALT**  
Studies in Applied Linguistics & TESOL

**NOW ACCEPTING APPLICATIONS**  
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QUALIFICATIONS :

- PhD or equivalent in Applied Linguistics or TESOL
- Specialization in instructional technology or AI technology in education
- Experience with the peer review process
- Commitment to serve for a minimum of two years

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[tcsalt@tc.columbia.edu](mailto:tcsalt@tc.columbia.edu)

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Applied Linguistics & TESOL Program

The journal is recruiting external members of the Editorial Board with expertise in instructional technology and/or AI in education. Please see the desired qualifications below and share this opportunity within your network.

### Join SALT's Growing Community

This year, we launched the SALT Listserv and expanded our digital presence with a Bluesky account: [@tcsaltjournal.bsky.social](https://tcsaltjournal.bsky.social). Connect with SALT by visiting [linktr.ee/saltjournal](https://linktr.ee/saltjournal).

## Acknowledgements

SALT gratefully acknowledges Columbia University Libraries for their continued partnership; the Digital Futures Institute for recording and editing the APPLE interview; Columbia Dining for catering events; AL&TESOL Program Secretary Kiana Howerton for budget support; and the TC Business Office for printing flyers and calls for papers.

We are also grateful to the contributors, reviewers, presenters, and attendees whose participation makes SALT's work possible year after year.

# Up, Up, and Away!: OISS Hosts Send-Off for Graduating International Students

By Allison Payne

On the afternoon of May 13th, graduating international students gathered at the Smith Learning Theater to take a breath between the rush of finals and commencement season and come together for a special celebration. The Office of International Students and Scholars (OISS) hosted the *Up, Up, & Away: An International Graduating Student Reception* for the second year in a row, bringing together graduating international students from the Class of 2026 and their families for an afternoon of festivities, inspiration, and delicious hors d'oeuvres.

The event, held from 1:30 to 3:30pm, featured remarks from President Tom Bailey and OISS Director Dr. Angela Jeon-Huh, congratulating the graduates on not only their academic accomplishments, but also on their courage to pursue graduate study far from home – navigating new systems, new cultures, and new ways of thinking, often while doing so in an additional language. They also emphasized the many contributions that international students bring to the TC community, and expressed their appreciation.

The highlight of the afternoon was hearing directly from the graduates themselves. Three graduating students took the stage, joined by an alumna who reflected on her own TC journey and post-graduation path.

Devanshi Chandarana described arriving at JFK with two large suitcases and a backpack full of ambitions – only to discover that the challenge of graduate school wasn't just the coursework, but also the daily work of cultural adjustment, uniquely making life as an international student “one of the strangest and most beautiful contradictions one can experience.” She credited TC's international community – “friends from different corners of the world who understood time-zone math” – as what sustained her.



**Left to right: Devanshi, Jude, Dr. Angela Jeon-Huh, Navya, and Rebeca Perez**

Jude Diego built on that theme of community, movingly describing the texture of international friendship: the classmate who sat with you on cold days when all you wanted was noodles, the friend who insisted on introducing you to pani puri, the person who ordered food in their own language just so you

could taste where they came from. “We came here as strangers,” he reflected. “We leave as something else entirely.”

Navya Mediratta, who arrived at TC in Fall 2024 and will continue her research at Yale School of Medicine, offered three hard-won lessons from her time in the program: the importance of asking questions, the value of interdisciplinary work, and the reassuring knowledge that help is always available to those willing to ask for it. Of her fellow graduates, she said simply: “Some call us brave. I say we do it for the love of the game.”

The program closed with remarks from alumna Stuti Munjal, who cut through the celebratory milieu with raw inspiration. “Make noise,” she told the room. “Take space. Be inconvenient” – even if an opportunity might seem like a long-shot. Her second message: remember that there is always time for loved ones, and always a chance to rekindle frayed connections. “The door stays open. Walk back through it.”



**Graduates taking pictures with their families**

**“We came here as strangers.  
We left as something else  
entirely.”**



**The audience in attendance**

Afterwards, Dr. Jeon-Huh invited each speaker back to the stage to receive a final applause and complimentary TC swag.

As the afternoon wound down, graduates, their families, and staff mingled, took photos, and enjoyed the last of the hors d’oeuvres. Amidst the whirlwind of graduation week, it was a precious chance for graduates and their families – many of whom had traveled thousands of miles – to celebrate in an intimate space of belonging. The Smith Learning Theater brimmed with a special kind of energy: that of a community reflecting together and looking to the future with pride, confidence, and hope. ♦

## Spotlight on AL/TESOL Achievements

Dissertations completed, 2025-2026

The program is happy to announce the completion of four doctoral dissertations this year.

**Artiglierre, Marcus**, “Investigating the Role of an Asynchronous Learning Module on Understanding Academic Language Use for Content Area and ENL Teachers in the K-12 Context of Schooling”

*Dissertation sponsor: Prof. James E. Purpura*

**Carpenter, Lauren**, “A Micro-Reflective Approach to Preparing TESOL Teachers in Post-Observation Meetings”

*Dissertation sponsor: Prof. Hansun Waring*

**Joo, Soo Hyung**, “Investigating the Role of Domain Knowledge in Scenario-Based Language Assessment for Specific Purposes: A Validity-Oriented Examination”

*Dissertation sponsor: Prof. James E. Purpura*

**Park, Sue Min**, “Digital Gameplay Affordances and Incidental Vocabulary Acquisition: A Multiple-Case Study”.

*Dissertation sponsor: Prof. ZhaoHong Han*



**Dr. Joo and daughter (left) receiving diploma from President Bailey (right)**



**Dr. Carpenter (center) with Dr. Waring (left) and Dr. Creider (right)**

## Spotlight on AL/TESOL Achievements

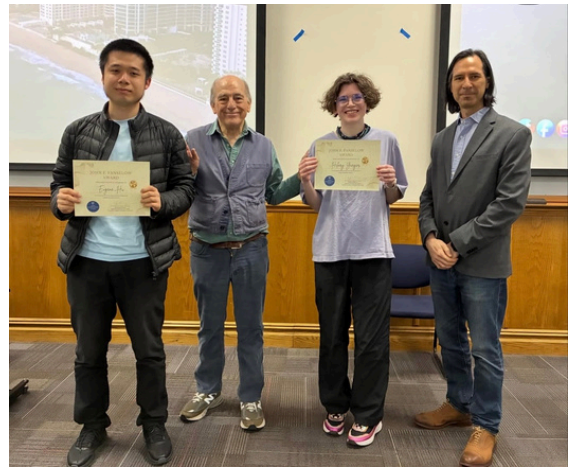
### Fanselow Awards, 2026

**Katherine Anderson**, for *Mural vs. Plaque Unit Plan and Supporting Materials*

**Anthony Guzmán**, for *Designing for the Whole Student: Lesson Plans, Materials, and Theoretical Foundations of the Esperanza Rising SLIFE Unit*

**Eugene Hu**, for *Battle Royales and Solo Levelings: Teaching Speaking, Grammar, and Vocabulary through Unconventional Debates*

**Hilary Yarger**, for *Technology Innovation through the Past, Present, and Future*



**Eugene Hu (left), Dr. Williams (center left), Hilary Yarger (center right), Dr. Voss (right)**

### Other Notable Achievements

**Cicely Rude** has published an article in the forthcoming (mid-July) edition of *Studies in Applied Linguistics and TESOL*. Citation: Rude, C. (2026). Conversational involvement in interaction: A comprehensive literature review. *Studies in Applied Linguistics and TESOL*, 26(1).

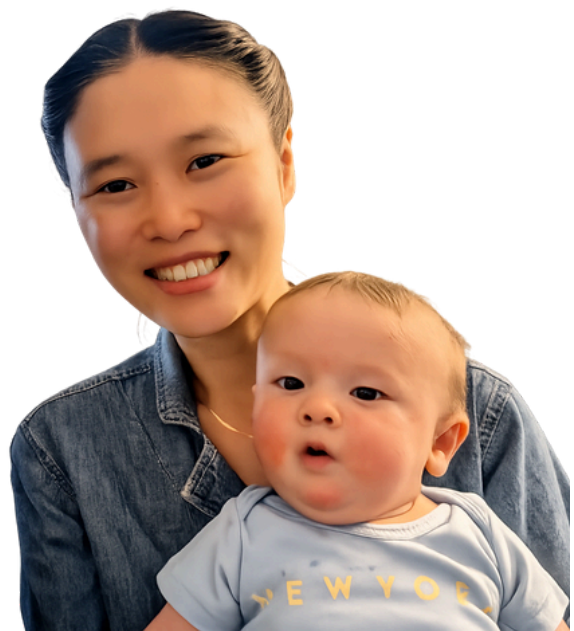
**Michelle Stabler-Havener's** dissertation pilot study became a chapter in a book that was published earlier this year. Citation: Stabler-Havener, M. L. (2026). Exploring the effect of embedding assessments into a professional development presentation as a means of improving language teachers' assessment competency. In X. Yan & F. Giraldo (Eds.) *Fostering Language Assessment Literacy: Materials, Methods, and Emerging Issues*. Routledge. <https://doi.org/10.4324/9781003483915>

# Alumni Profiles: Where are they now?

## THE EDUCATION LEADER

Amy Proulx, M.A. TESOL PK-12, 2014

I graduated from the TESOL/AL program in 2014, where I built lasting friendships and a strong foundation from the coursework and faculty. Since then, I've founded two English as a New Language programs in East Harlem (K-8) and Bushwick (K-4), and now I'm a proud Minority Business Enterprise owner of Language Compass LLC. I partner with education agencies across multiple states to strengthen charter and redesign applications, develop dual language and bilingual education programs, and evaluate systems nationwide. My work has taken me across the U.S. and internationally, including the United Arab Emirates and the Cayman Islands.



I returned to TC in 2019 as a supervisor for pre-service TESOL PK-12 student teachers and as a mentor for the Jaffe Peace Corps Fellows and Teaching Residents programs. I initially pursued my master's at TC to bridge theory and practice, and I'm grateful to have turned that passion into meaningful work in advocating for multilingual learners.

My husband and I welcomed our first son, Léo Sebastian, in September 2025. I love being a mother and we're excited to raise him in a bilingual home.

*The AL&TESOL Program, like programs the world around, underwent a sudden shakeup beginning in March of 2020. This year, the Newsletter thought it timely to check up on graduates in the three cohorts most directly affected by the pandemic: those who graduated in 2020-2023. -H.W.*

## THE RESEARCHER

Zeyu Feng, M.A. Applied Linguistics, 2020

I have wonderful memories from my time at Teachers College from 2018 to 2020. The courses I took gave me a foundation for my current research in experimental phonetics. During my graduate studies, I also completed the TCSOL certificate program. From 2019 to 2021, I had the honor of serving as a Chinese language teaching assistant in the Department of East Asian Languages and Cultures.

In 2024, I became a Ph.D. student in the Department of Linguistics at Purdue University. My research interests lie in second language acquisition, speech perception, and speech production. Through my Ph.D. studies, I have learned several effective ways to grow as a researcher. First, it is important to combine my own interests with my advisor's expertise. Second,

discussing research projects with lab mates, friends in related fields, and students and scholars I meet at conferences can bring new perspectives and ideas. Third, participating in research studies as a participant allows me to experience different research designs and reflect on how they might inform my own research.

I still remember having doubts when I was applying to Ph.D. programs. I reached out to my M.A. advisor, Dr. Williams, and expressed my concern about returning to school after several years of work. An important piece of advice he gave me was: time will pass either way, so why not spend it pursuing something you truly care about?

If you'd like to learn more about my experience at Teachers College or our lab projects (Experimental Phonetics and Phonology) at Purdue University, please don't hesitate to reach out to me at [feng454@purdue.edu](mailto:feng454@purdue.edu).



## THE SOMMELIER

Charmy Park, M.A., Applied Linguistics, 2020

After a short break following graduation, I worked in the EdTech sector in Seoul and now continue to support Korean education companies expanding overseas as a consultant. Along the way, I developed an unexpected passion for traditional Korean liquor, which eventually led me to pursue doctoral studies in liquor industry management. I am now working toward becoming a specialist who can introduce traditional Korean liquor to international audiences. Be sure to look out for my classes next time you are in Korea!



*(left) Charmy Park, (center) Seojin Han, (right) Yein Kim, all TC alum*

One memory that has stayed with me from the final weeks at TC was moving out of my Whittier dorm room at the start of COVID. A fellow TC student helped me carry out some of my belongings and gave me a beaded bracelet from her home country, saying it would keep me safe and healthy. At a time when New York had never felt more foreign or unwelcome, it was these small acts of kindness from the people at TC that reminded me of the bonds that transcend distance and circumstance. I remain deeply grateful to have been part of such a community.

## THE ADVOCATE

Emma Peyton, Applied Linguistics, 2021



**Emma Peyton, third from left.**

I am the Access Coordinator at Creative Growth Art Center - a studio and gallery for neurodiverse artists in Oakland, California. I was originally hired to be a part time coordinator of language access, facilitating interpretation and translation services for artists who speak ASL, Spanish, Dari, and Cantonese. I believe I was hired because of my deep commitment to language justice and multilingual

spaces, which I developed through my Linguistics bachelor's program at UC Santa Cruz and then the Applied Linguistics master's program at Teachers College. I have used my knowledge about the relationship between language and culture and more specifically, pragmatics, to navigate real lingua-cultural tensions and miscommunications. Today this knowledge has become more multidimensional, as I have learned so much about how language justice intersects with disability justice. Now I coordinate all forms of access, supporting the access needs of artists, staff, caregivers, and visitors. I have also learned pretty decent ASL while at this job and am one of the main advocates of our studio's Deaf artists. Nonprofit life is, of course, challenging but rewarding. I feel so grateful to be in a space that values language justice, and allows me to use and build upon my educational background. At Creative Growth I have gained a community that means the world to me and am becoming the person I always wanted to be.



## THE PRACTITIONER

Adibah, M.A. Applied Linguistics, 2022



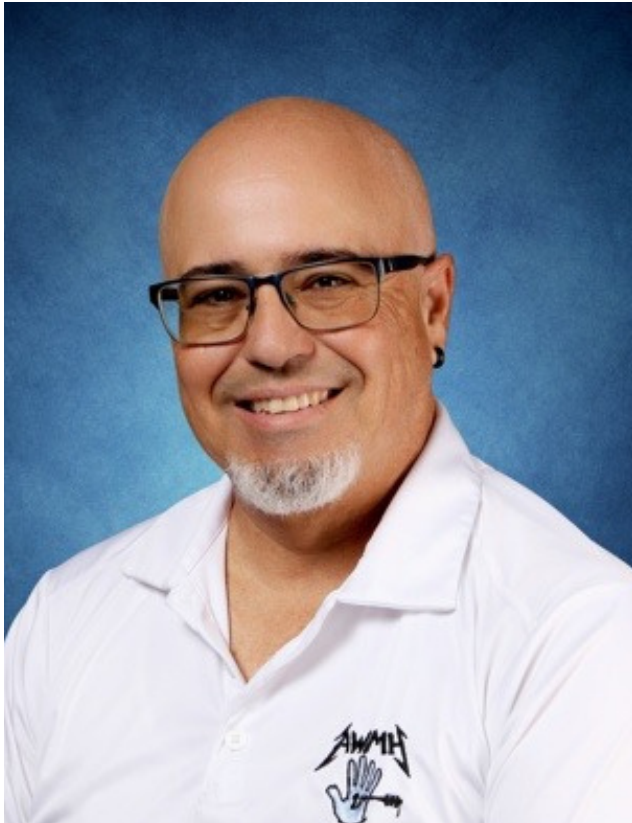
After graduating from Teachers College, Columbia University in 2022, I returned to my home country, Indonesia. Since July 2025, I have been a full-time lecturer in the English Department at the Faculty of Teacher Training and Education, University of Mataram, Lombok, Indonesia. My work centers on teaching, conducting research in Corpus Linguistics (specifically on lexical bundles in students' argumentative essays compared to ChatGPT-generated texts), and community service in Lombok. I also enjoy conducting teacher training sessions and workshops on essay writing, English language learning, and scholarship opportunities. I find it deeply rewarding to support both students and fellow educators on their journeys. Additionally, I contributed a chapter to *English Syntactic Structure: from Morphology to Conditional Modalities*, published in Indonesia.

What I vividly recall from my time at TC is how attentive and kind many of my professors were, always placing students at the center of learning, something I carry into my own classroom today. Despite the challenges of the COVID era, I was glad to finally meet my classmates in person during my final year and to be part of the TC Roundtable, where we organized memorable in-person Halloween and end-of-year celebrations.

Outside academia, I love exploring nature and staying active at the gym, and I will soon be hiking Mt. Rinjani, the second-highest volcano in Indonesia!

## THE CHANGEMAKER

Ronald Ramirez-Rivera, M.A. Applied Linguistics, 2023



I was in the first Hybrid Applied Linguistics cohort, and I am so grateful that TC offered this opportunity to study mostly online as we were coming out of the COVID-19 restrictions. My life, and the lives of my students were forever changed as a result. Since graduating from Columbia, I have been developing and applying a program I call Language Choice, a form of Facilitated Interdependent Language Learning where third through fifth grade students choose what language to learn. By teaching students world language universals and evidence-based learning strategies, I coach them on how to use technology and other opportunities to learn a new language. Although I only

see each class every six days, the results are very promising. Here is a [blog post](#) that highlights what I do. Additionally, I have been actively campaigning to change a couple of laws in Nevada which are misinformed, and prejudicial to world language education. The motivation for my advocacy efforts and my innovative approach to elementary school world language education was sparked while attending Teachers College. *Connect with Ronald on [LinkedIn](#)*



## THE LEXICOGRAPHER

Xiaofei Wang, M.A. Applied Linguistics, 2023

After graduating, I began my Ph.D in Applied Linguistics at Western University in Canada. My doctoral research focuses on idiom learning in a second/foreign language, specifically how reconnecting an idiom's figurative meaning to its original usage context can help learners remember it more effectively. The first article from this research project has recently been accepted for publication in the *Modern Language Journal*.

Beyond idioms, I am also interested in polysemy and language learning psychology, particularly the roles of memory and mnemonics. I was part of a study about vocabulary learning and the role of inferencing accuracy in meaning recall, published in *Language Learning*. Those interested in these research topics can follow my updates on ResearchGate.

I have always been passionate about language learning and teaching, and TC nurtured my interest in research. I learned to approach language from an analytical perspective and developed research aspirations through the many courses I took with Dr. Williams. My confidence with quantitative methods were first developed in Dr. Vafae's courses. My interest in idiom learning began with a final project in Dr. Nguyen's course. I remain deeply grateful for the intellectual foundation, mentorship, and inspiration that TC provided and continue to draw upon those experiences in my academic journey today.





# Congratulations to our 2026 Graduates!



Thank you to all who contributed to the newsletter!  
Looking for past issues of the AL/TESOL Times? Click [here](#)

*The AL/TESOL Times is the yearly newsletter of the Teachers  
College Applied Linguistics and TESOL program.  
Editor: Allison Payne Advisor: Dr. Howard Williams*