

April 2020

Discourse & Repartée

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Letter from the Dean



Dear TESOL and TFL faculty, students, and alumni,

This is a trying time for all of us. We find ourselves holding our loved ones a little closer, cherishing our memories of a time when face-to-face interactions were taken for granted, mourning the losses we have incurred, and rising to the challenges we face. This newsletter is a testament to the power of the students, alumni, and faculty of the MIIS TESOL/ TFL program to stand together as a community, to lead the way in the challenges faced by teachers everywhere, and to be a positive force amidst all of this uncertainty. I am so proud to read of your accomplishments, and hope that this newsletter provides a small window into the power of this incredible community.

Wishing you all the best of health,

Laura D. Burian Laura Burian,

Dean, Graduate School of Translation, Interpretation, and Language Education

Letter from the Editor

Dear Reader,



I would like to begin by thanking everyone who participated in this newsletter—the students, faculty, and alumni who sacrificed their time to help me tell their amazing stories. Whether it is here in Monterey or on the other side of the globe, our MIIS community is making a substantial impact on the world around us and I consider it a great privilege to share their accomplishments here for all to read. The Institute boasts about the professionals they have educated that go on to “advance understanding, promote peace, and drive change in pursuit of a more just world,” and I think it is crucial for us to spotlight the astonishing accomplishments our community members have made that exemplify our renowned mission statement. Of course, I am forever indebted to Dr. Kathi Bailey, the TESOL/TFL Program Chair, who acted as my supervisor and mentor throughout this lengthy project. And lastly, I

must thank my readers as, without you, this was all for nothing! I hope you enjoy reading this star-studded issue of *Discourse & Repartée* as much as I enjoyed writing it! I leave you with this quote from Winston Churchill as a tasteful reminder that it is indeed the journey, not the destination that matters.

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Sincerely,

Caleb Powers

Current Students

Students Selected to Represent MIIS at TESOL Conference

The annual [TESOL Convention](#) brings professionals from all over the world to learn about emergent theories and practices in the field of teaching English. This year’s convention was supposed to be held in Denver, Colorado before it was canceled due to COVID-19. Though this change of plans is unfortunate, we must prioritize public safety, but this does not mean we cannot celebrate our students’ accomplishments. Six TESOL Master’s degree candidates from MIIS were accepted to present their ideas in the [Graduate Student Forum](#) (GSF), a professional development opportunity that allows current graduate students to share their research, network with other professionals, and gain valuable presenting experience at one of the most prestigious conferences in language education. Though these students did not get to present in Denver, we would still like to celebrate their accomplishments.

Grace Davis, Kate DePietro, Liz Fiala, Melanie Kincl, Xinxin Liu, and Kalina Swanson are the students who would have represented the Institute this year at the conference. All of their project themes were socially conscious and attempted to enact change in education. (*cont.*)

Current Students

(cont.)

Grace Davis, in her second semester at MIIS, was going to give a presentation on lessening linguistic prejudice in the ESL classroom by introducing students to World Englishes via HelloTalk, a multicultural chat app that allows meaningful exchanges of language and culture. She commented, "The TESOL convention appealed to me because it is an excellent opportunity to learn from experts in the field. Upon hearing the news that the convention was canceled, I was extremely disappointed as I knew presenting would be a great learning opportunity. However, I understand and look forward to attending next year's conference."



Kate DePietro prepared a presentation about her ongoing research conducted with MIIS Prof. Deniz Ortactepe on the instructional strategies that educators of migrant students use to meet the unique needs of their students. Accepted to present at both the TESOL GSF and the Georgetown University Roundtable conference in Washington, D.C., Kate looked forward to these conferences because they are "a great way to learn about new exciting practices for educators."

Melanie Kincl is intertwining the worlds of language and science with her project entitled *English and Communication Skills for First-Year STEM Majors*. She used genre awareness to help first year STEM majors improve their oral and email communication. "I wanted to present because, having a background in STEM myself, the topic is personally meaningful, and I know that such a background in TESOL is rare so I wanted to share my insights," she added.



Kalina Swanson's presentation would have investigated the pedagogical implications of using discourse analyses to teach English language learners syntactic, discourse, and pronunciation patterns through analyzing the *feminennial* (feminine and millennial) identities in a Skype conversation. Kalina expressed the professional benefits of presenting in the forum: "I wanted to challenge myself to overcome the fear of presenting my work in front of a professional audience and receive feedback from scholars in my field about my work."

Content-Based Instruction's Influence on Chinese Advanced ESL Learners' Writing Skills was the name of Xinxin Liu's presentation, which she developed from a course project she completed last semester. "I think getting some experiences from professional conferences is useful for us future language educators to gather more information, get ideas about our own research and teaching, and also to know the most cutting-edge research in our field," she commented.



These bright students exemplify the self-driven, forward-thinking academics that the field of education needs and it is inspiring to see them make the most of their time at the Institute. Let us all wish these women luck in their futures and hope they get another opportunity soon to showcase their abilities!

Current Students

TAPIF: A Road to MIIS

There are so many opportunities for young educators to gain experience abroad but one program in particular has been an integral part of the journeys of many MIIS students and alumni—TAPIF. [The Teaching Assistant Program in France](#) (TAPIF) is a government-operated program in which 1,500 American citizens are placed in French public schools to facilitate a cultural exchange and improve their students' English-speaking abilities. After this 7-month contract, many continue their careers in education and are incentivized with scholarships for having participated in TAPIF. The Middlebury Institute is just one of the schools that welcomes so many TAPIF alumni into its programs.



Miranda Doremus-Reznor, a second-semester MA TESOL candidate, reflects on how her experience has influenced her: “My time in France taught me to let go of the things which were out of my control; it taught me to rest in the *joie de vivre*. In graduate school, this has been vital to how I prioritize, manage my time, and gauge my mental health. Without these lessons, my time at MIIS would be vastly different.” Many young educators' backgrounds teaching in France have not only affected the way they think, but also the way they teach. Jeremy Frye (*above*), an MA TFL-French candidate who expects to graduate in May, beautifully sums up his instruction abroad: “My soccer coach once told me that if all he ever did was make me a better soccer player, then he's failed. I believe the same philosophy with teaching, that it goes beyond what is taught to how the learning experience can create life-changing and memorable moments. At the end of TAPIF, this idea resonated with me the most: How can the student be a better and more thoughtful and encouraged person after this experience?” Through participating in TAPIF and studying at MIIS, the minds and teaching philosophies of young academics are forever changed and this experience helps better prepare them for their careers in education.

Professional Networking at CATESOL

In October 2019, three recent MIIS graduates went to the [CATESOL](#) conference in San Jose, California where they attended sessions on various topics related to teaching English to speakers of other languages around the theme of “Honoring the Past and Inspiring the Future.” Mari Morooka, Xiaying Zhuang, and Jiayao Shen, all of whom received their MA TESOL in December 2019, attended the conference to gain knowledge that would better prepare them for their careers in education. “It turned out to be a wonderful experience of learning new things and meeting new people,” Mari stated. With a diverse set of session topics, it was easy for attendees to find a presentation that they could connect to. Jiayao explained, “I was particularly interested in one session—English Education in Eastern Asia, which is relevant to my future teaching context.”

Along with the enlightening presentations, the young professionals also attended the plenary speech, at which they met the plenary speaker, [Keith Folse](#) (University of Central Florida). His speech centered around his experience teaching English, French and Spanish around the world for over four decades. “One thing I learned from the plenary speaker, Dr. Keith Folse, was about how we can engage audiences in an effective way,” Mari added.

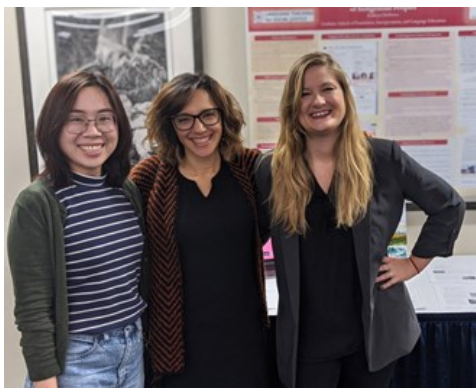
Conferences like CATESOL are invaluable experiences for young academics. Mari even divulged that this conference inspired her to eventually pursue presenting at a conference: “In the future, I'd like to be the one who presents the academic work.” Let us wish these wonderful alumnae luck in their post-graduation job searches!



(Left to right: Morooka, Zhuang, Folse, Shen)

Current Students

Where Migrants Meet MALL



At the beginning of March, two MIIS students organized and ran a professional development (PD) workshop in Salinas that focused on the integration of technology in migrant populated classrooms. Kate DePietro and Xinxin Liu led this workshop, entitled “Enhancing Migrant Education through Technology: Mobile Assisted Language Learning (MALL),” which was just one of six workshops they planned on hosting this semester. “This was part of a larger project that [Dr. Deniz Ortactepe](#) and I initiated in fall of 2018,” Kate stated. Their project seeks to support educators of migrant students in the Monterey County region. They designed this professional development workshop series based on a needs analysis conducted in 2019 where they determined what areas migrant educators need to build their skills and capacity in, and technology use was among the results.

In this workshop, Kate and Xinxin lead teachers through a “crash course” on various ways one can enact MALL in instructional design. “The purpose of the workshop was to show teachers how we can perceive technology use differently by looking at smartphone applications and internet platforms through the lens of a language learner,” Kate added.

One of the electives offered at MIIS is a course on MALL, taught by [Dr. Thor Sawin](#), and it was in this class that Kate made connections to her own research. “I saw a great opportunity in MALL for migrant children as they are a highly mobile population and could benefit from MALL’s portability,” Kate recounted. “The connection between the benefits of MALL and the unique needs of the migrant student population seemed apparent to me.” At this workshop, educators in our community worked together to find innovative solutions to modern problems. Xinxin remarked, “Seeing all these educators come to our PD event, trying to contribute in group discussion to gather more information about new technologies in the classroom was really impressive to me. And there is a lot that needs to be done in terms of tech use in the classroom.”

This workshop could not have come at a better time. Soon after their event occurred, educators everywhere were forced to adapt their curriculum to distance learning in response to the COVID-19 crisis closing schools globally. Many teachers were expected to manage this transition gracefully when, in fact, they have never received proper training to do so. The attendees of DePietro and Liu’s workshop developed professional skills they took back to their schools and communities during this turbulent period that hopefully eased their transition. “I hope the teachers left as satisfied as I did, as, for me, it seemed like a collaborative space where teachers from all around came together and brainstormed how we can use MALL for migrant students and ultimately for social justice—making ‘regular’ classroom teaching more accessible to this unique population,” Kate commented. These workshops were an incredible opportunity that not only benefited two MIIS students but also our surrounding community during a rough time.



Current Students

Xinxin—an Exemplary Student

Xinxin Liu, a second-semester student in the MA TESOL program, is a shining example of a hard-working person who takes advantage of the numerous opportunities presented to her. Raised in Kunming in the Yunnan province in southwest China, Liu pursued the majority of her education in her home country, even receiving a Master's degree in Teaching Chinese to Speakers of Other Languages from Beijing Normal University. She came to Monterey last fall and quickly secured a graduate assistant position working with Dr. Kathi Bailey.



Over J-term, Xinxin was one of six students who joined T&I [Prof. George Henson](#) in an exploration of Cuban culture. This winter-term experience, entitled “[Traveling Cuba’s National Freeway: The Road to Revolution](#),” helped students gain intercultural communication competence through an immersive trip to fifteen provinces of Cuba. “We attended lectures that covered topics of education, sustainable development, US-Cuba relations, and literature. We also visited many community projects developed for the locals,” Xinxin stated. Exploring from west to east Cuba, they saw cities and countryside alike. “I was exposed to many aspects of Cuban society with their own pathway of urbanization.” she added.



Xinxin’s twenty-three-day stay in Cuba was filled not only with professional development, but also personal enrichment. “I would say this trip opened a way of how to live in a multicultural environment for me,” she voiced. Xinxin is a self-motivated student who seeks to cultivate her professional skills in everything she does. “I really pushed myself to think about showing interest in other cultures, sharing opinions of what we experienced on this trip, and trying to understand the differences.” She reflected on what she gained from this experience: “I know that we all see the world with what we have knowledge about and we all communicate with the world with the languages we speak. Improving my understanding through knowing the language and the culture is what I took away from this trip as a TESOL student.”

Recently, Xinxin applied for an instructor position with the [Middlebury College Summer Chinese School](#) in Vermont and was selected for the post! This is not her first time teaching in this type of context. “I have taught in the [Princeton in Beijing](#) (PiB) program for two summers, so this time I am seeking a different experience,” she stated. Her time working with adult learners has led her toward working at the college level and has piqued her interest in different teaching contexts. This impressive addition to her CV will allow her to put her education into practice. “I am looking forward to getting to know how Middlebury Summer School works, combined with the cutting-edge knowledge of what I have learned at MIIS,” she stated. Xinxin heads to Vermont in June and anticipates a summer full of unforgettable memories.

Alongside these adventures, Xinxin keeps herself busy with other professional development opportunities. She was one of six MIIS students who were accepted to present at the Graduate Student Forum at the TESOL Convention in Denver and also planned on spending her Spring Break in the Balkans; however, due to COVID-19, these events have been canceled. Her diligent pursuit of advancing her professional capabilities is only one reason why Xinxin is an exemplary student that we are proud to have in our program. We cannot wait to see what she does next!

Current Students

FLEDS: Sparking a Conversation

By Jeremy Frye

In November 2019, MIIS hosted the [Foreign Language Education Symposium](#) (FLEDS) with the selected theme of “Social Justice in Language Education.” FLEDS is intended to serve and benefit MIIS students and the surrounding community by providing leadership experiences for the student committee, providing networking opportunities for all participants, offering professional development opportunities, publicizing MIIS, and addressing important issues in language education.



The FLEDS planning committee (*pictured below left to right*) was composed of Jeremy Frye (Chairperson), Kalina Swanson (Outreach Coordinator), Melody Pao (Volunteer Coordinator), Anh Bui (Student Presentations Coordinator) and YuChen Hsueh (Budgeting and General Assistant), along with Angie Quesenberry (Staff Advisor) and [Dr. Kathi Bailey](#) (Faculty Advisor).



The symposium began with the introductory speaker [Dr. Netta Avineri](#), an MIIS professor, who introduced our theme, followed by a message from our plenary speaker, Prof. [Joanna Wong](#) (California State University Monterey Bay). Subsequently, attendees went to break-out sessions, choosing from five options at each session that were either workshop- or research-based. Educators from all levels of educational backgrounds had the opportunity to contribute their insights that fit within our theme; the planning committee’s own Melody Pao even participated as one of the session presenters while Kalina Swanson gave one of the poster presentations.

The 78 attendees ultimately had the opportunity to engage with ideas and insights that they could use in their own educational fields. The symposium came to a close with a panel presentation by educators representing an elementary school, a community college, a university, and a graduate school. There followed a reception and student presentation session, where attendees were able to peruse posters and network with young academics beginning their careers in education. MIIS hopes this conference will continue to bring in the brightest minds in the field while highlighting important and necessary conversations about social justice.

Alumni

Knight-Manuel Named Executive Editor of the *Teachers College Record*

(This entry has been adapted from [this article](#).)



[Michelle Knight-Manuel](#), an MIIS alumna and Professor of Education at Teachers College, Columbia University, has been named the new executive editor of the [Teachers College Record](#). Michelle is the 13th scholar to serve as editor in the journal's 119-year history. The *Record* is a monthly peer-reviewed journal of research, analysis and commentary in the field of education. The nation's oldest journal devoted to education and educational research, it has been published continuously by the College since 1900.

“The Teachers College Record is one of the crown jewels of our institution – an internationally recognized platform that places the College at the forefront of discussion in education and all the fields that bear upon it,” said Stephanie Rowley, the College’s Provost, Dean and Vice President of Academic Affairs. “Professor Knight-Manuel’s

demonstrated record of innovative scholarship, experience in the world of education practitioners and sensitivity and appreciation for the perspectives of multiple constituencies make her the ideal person to build on the traditions of the Record and lead this flagship journal to ever greater prominence into the next decade.”

Michelle’s work has been published in several academic journals and she has also written two books with Joanne Marciano. Her work focuses on college readiness and access, immigrant youth’s civic strengths, and culturally relevant teacher preparation and professional development. “I am thrilled by this wonderful opportunity to impact the field and steward the next phase of the *Record*, which has always been held in such high esteem for advancing new forms of knowledge in new and different ways,” Michelle said. “I very much want to create a consultative process that engages both prominent and emerging scholars to think through the forward direction of this journal.

Michelle has previously served as Associate Dean and Senior Advisor to TC’s Provost, and also as Director of Culturally Relevant College and Career Readiness for the New York City Department of Education’s Expanded Success Initiative. She is the recipient of several honors and awards, including the forthcoming 2020 [AERA Research on Women in Education Willystine Goodsell Award](#); the American Educational Research Association’s [Research Service Project Award](#); a Faculty Research Innovation Award at Teachers College; and a [Spencer Foundation Postdoctoral Fellowship](#).

Alumni

Kling Elected to TIRF Board of Trustees

Joyce Kling, PhD, is an Associate Professor at the Centre for Internationalization and Parallel Language Use at the University of Copenhagen in Denmark and is also an MIIS alumna. Recently, she was elected to a position on [The International Research Foundation's](#) (TIRF) Board of Trustees.

Joyce's research focuses on the multilingual and multicultural classrooms, with a particular emphasis on foreign language use in English medium instructions (EMI). She has investigated non-native English speaking (NNS) lecturers' professional identities in a Danish EMI setting from a teacher cognition paradigm. Since 2009, Joyce has been active in the development and implementation of TOEPAS, the Test of Oral English Proficiency for Academic Staff. She draws on the TOEPAS in relation to her research and professional development training for NNS lecturers. She has published several articles and chapters on EMI and language assessment and is the co-author of the volume, [English Medium Instruction in Multilingual and Multicultural Universities](#) (Henriksen, Holmen, & Kling, 2018).



Joyce is very active in professional organizations, having been a member of TESOL Association for the past 30 years and having served on the TESOL Board of Directors from 2006-2009. She currently serves on the Board of the [ICLHE Association](#) (Integrating Content and Language in Higher Education). Over the years, she has benefited from TIRF's resources in aiding her research and in 2012, she was a recipient of the Foundation's [Doctoral Dissertation Grant](#). "I was grateful to be a part of what has become the TIRF network," she expressed. Joyce is eager to carry out her three-year term on the Board, and assumed the Trustee responsibilities in January 2020; "I am honored to have been elected to TIRF's Board of Trustees and look forward to working with the Foundation as it moves forward with all its initiatives."

CLS Accepts Recognition Award



Before this year's TESOL International Convention and Language Expo in Denver, Colorado was canceled, the Department of State's [English Language \(EL\) Programs Office](#) was going to give an award of recognition to the faculty and staff working in MIIS's [Custom Language Services](#) (CLS). This award intended to recognize the numerous and impressive programs the CLS department and EL Programs have collaborated on this year. [Alicia Brent](#) (left) and [Lisa Donohoe](#), both MIIS TESOL alumnae, would have accepted the award on behalf of the Institute. (cont.)

Alumni

(cont.)

EL Programs Office also asked Alicia and Lisa (*right*) to deliver the first in a series of Master Classes that they are launching for their community. In their forthcoming session, they will present on needs assessment, course development, and delivery of content-based online/hybrid programs using their English for Disaster Management (EDM) course as a model. This is a curriculum they designed and piloted in India and implemented in Jakarta last year and will do again this year.



Tony Newman, the head of the Global EL Programs Office in Washington, D.C., recognized the need for English for Specific Purposes (ESP) courses geared toward professional audiences and is heading this initiative. In January, he presented Alicia and Lisa’s EDM program as an example of a model ESP/CBI course to senior leadership in the Bureau of Educational and Cultural Affairs. He is also the one who selected these professionals to launch their Master Class series. The EL Programs Office plans on presenting the award to CLS at another event in the fall. “This course has caught people’s eye,” Alicia stated, “I think that means good things for us!”

Jepson Featured in *Education Week: Teacher*

Alumnus Kevin Jepson was recently featured in an article in [Education Week: Teacher](#), an online education-oriented media outlet, in which he discussed strategies for aiding Long-Term English Learners (LTELs) on their journeys to proficiency. In this article, Kevin, an ELL curriculum specialist and a professional-development specialist for EL Education, describes the impact that Language Dives and Conversation Cues have on his students and how they bring “courage and confidence” into the language classroom.



Kevin states that these tools “open a pathway to equity by enabling every multilingual learner to go beyond simply accessing the English language and the curriculum. We can support LTELs to fully own the language, the content, and their own, already strong character.” Kevin is yet another example of an MIIS alumnus working to make education accessible for all. He urges educators to “make it clear to LTELs that their voices matter, that their education counts.”

Faculty

Faculty Members Selected For CALICO Panel and Workshop

The Computer-Assisted Language Instruction Consortium ([CALICO](#)) is a professional organization that is a recognized international clearinghouse and leader in computer-assisted learning and instruction. CALICO hosts an annual conference that acts as an international hub for the most forward-thinking minds in the field. This year's conference in Seattle, Washington that was set to occur in May has, unfortunately, been canceled due to COVID-19. Two MIIS faculty members were selected to represent the Institute by hosting a panel and conducting a hands-on workshop, but due to the cancellation, they are no longer traveling to Seattle. However, their hard work and preparation can still be acknowledged.



MIIS professors, [Dr. Thor Sawin](#) (*above*) and [Dr. Gabriel \(Gabi\) Guillén](#) (*below*) worked with Julie Sykes (Director of the Center for Applied Second Language Studies (CASLS)) and Christopher Daradics (Learning Strategist at CASLS) to prepare a panel called *Mavericks of Mind: A Followup Report on Social CALL for Language and Technology Professionals*, in which they would have discussed the economic growth of the language learning and technology industry. “Our agenda is quite transparent: We want to see more meaningful collaboration between the industry and academia, addressing the needs of both formal and informal learners through social CALL (Computer Assisted Language Learning),” Gabi stated.



Thor and Gabi also designed a pre-conference workshop alongside James Slaton, an Institute alumnus who now works for Adobe. Their workshop, entitled *There should be an app for that: Improving CALL with Design Thinking*, would have walked participants through the app creation process, specifically using Design Thinking, a human-centered design framework for creative problem solving. Through collaborative, hands-on activities, participants would have learned how to identify unmet needs and generate truly unique solutions to some of language learning's most wicked problems.

This would not have been the first time these professionals have collaborated. Their work at CALICO 2020 would have been Thor and Gabi's seventh time presenting together in the last three years. They even worked together at last year's CALICO conference in Montreal, where they collected data on the gap between academia and the language technology industry. Gabi, an active member of the CALICO community since 2015, always tries to attend the annual conference: “I chose CALICO because it's a small and inclusive event, feedback tends to be very constructive, networking is fun, and the talent is overflowing!”

Both Thor and Gabi will continue to advance the field of language education by promoting more technology-enhanced practices. Thor conducts research on teaching with technology while teaching courses on the same subject at the Institute. This year, Gabi released his book [Brave New Digital Classroom](#), co-authored with Robert Blake, in which he compiles an overview on key concepts and challenges of teaching and learning languages with technology, with a new focus on social Computer Assisted Language Learning (social CALL). These forward-thinking faculty members are two examples of why MIIS is one of the best schools in the language education field.

Faculty

Dr. Avineri, Inaugural Series Editor

TESOL/TFL professor, [Dr. Netta Avineri](#), has been selected as the inaugural Series Editor of the *Critical Approaches in Applied Linguistics* series published by Mouton De Gruyter. This book series will focus on methods of inquiry, approaches, theories, concepts, and topics in applied linguistics that are critical in nature—that is, geared toward interrogating the relationship between language and the (re)creation of present and possible worlds.

The series will be oriented toward social change and social justice to allow editors, authors, and readers to engage in critical dialogue about relevant topics from an applied linguistics perspective. The books in the series will take interdisciplinary approaches to focus on key topics (e.g., racism, heritage and indigenous language education) and will use a range of methodological approaches (e.g., critical discourse analysis, ethnographies). Netta stated, “I am looking forward to collaborating with scholars and practitioners across the globe to highlight the range of ways that the field of applied linguistics can meaningfully address social inequities and build a more just world.” This series is still in the early stages of development and Netta expects the first book to be published sometime in 2021.



Quesenberry: Queen of Queries



Angie Quesenberry, the Assistant to the [GSTILE](#) & [GSIPM](#) Deans, is an integral member of our team. Situated behind the front desk, she is often the first person students go to with questions, recognizing her from her welcome video.

Angie has been diligently working to make the transition into graduate school easier for students by creating online resources for various needs. She has generated practical videos that are convenient and easily accessible, covering topics such as navigating e-reserves and PaperCut. Her newest video guides students through the registration process. Recently, Angie has been given the responsibility of managing both the GSTILE and GSIPM departments and has made invaluable progress in improving the quality of office life. To Angie, we say “merci,” “obrigado,” “grazie,” and “thank you!”

Faculty

Peace and Conflict Resolution in the Balkans



The Western Balkans are a fascinating area of the world to study the power of language and language education. The [Balkans war](#) in the 1990s brought about a sense of nationalism that led to conflict and the ethnic cleansing of over a million Bosnian Muslims and Croats. Though there was a mutually comprehensible language used in this region during and before the war, afterward, each group tried to differentiate their language as much as possible. Very small distinctions in language can now reveal whether you are Croat, Bosnian, or Serb, or whether “my parents (potentially) killed your parents.”

Since this region has never been touched by English-speaking colonizers, English is now being used as a lingua franca, a neutral and common language among the residents of this region. Since the war ended, there has been a massive influx of NGOs who seek to assist peacebuilding efforts. They view increased English proficiency as key to people in the Western Balkans becoming more integrated into the larger European Union.

Over the past months, [Dr. Thor Sawin](#) planned and organized a one-week Spring Break immersion course through four countries in the Balkans. He was going to be accompanied by a small group of MIIS students in a course, entitled “[Language for Peacebuilding and Conflict Resolution in the Balkans](#).” Due to the COVID-19 presence in the region, the trip was canceled a mere week before departure. Students were going to learn about the break-up of Yugoslavia and analyze the roles that identity, religion, and language played in the conflict. They would have compared and contrasted what has been effective in transforming the post-conflict societies they were to visit.

On this trip, the group would have met with various activists and civil society workers who would have discussed the role language plays in their work. They also were going to meet with various English teachers and visit schools committed to Peacebuilding, such as the United World College in Mostar. They would also have met Ben Carignan and Annabelle Royer, MATESOL alumni who work in the region. “I think the framework of ‘language for peacebuilding’ is more applicable than ever,” Thor later added. “Former Yugoslavia is the perfect place to study how susceptible the human heart and mind are to ‘othering’ our neighbors.”

The students who looked forward to the opportunity to explore the Balkans were met with some unfortunate news the week before leaving. Josh Nesmith, a second-semester MATESOL candidate stated, “This immersive program was a unique opportunity to understand the history and experiences of the people from this region. I was disappointed to hear the trip was canceled but I understand that it was for the safety of all involved. I hope more opportunities like this are offered in the future as I would have benefited greatly from this experience.” This immersive learning course is just one example of the amazing opportunities that MIIS offers where students not only build upon their resume but also work to create a better world. It is unfortunate that this great experience was canceled and we can only hope that another one just as great will come along soon.

Faculty

Martel Makes the Most of His Sabbatical

During the 2019 fall semester, TESOL/TFL professor, [Dr. Jason Martel](#) took a sabbatical in order to focus his time on a career-advancing project. He worked on the manuscript for his book, *Intellectualizing Foreign Language Education through Content-Based Instruction*, which focuses on content-based foreign language curriculum design. In the book's three main sections, Jason details strategies geared toward unit-level and lesson-level planning and assessment as well as an analysis of examples from foreign language teachers working in the field. Jason's past academic experiences have led him to pen this manuscript: "I chose to embark on this book project given my long-standing interest in content-based instruction, also known as CBI. I first started exploring CBI while teaching high school French in the Boston area and deepened my knowledge while studying for my Ph.D. at the University of Minnesota, a leader in CBI."



During an action-packed semester, professors like Dr. Martel rarely get the opportunity to pursue any projects outside of the courses they are teaching and the daily administrative duties required of them. This is where sabbaticals come in handy. "It was a gift to have the space of a sabbatical in order to read widely and meditate on the ideas I am developing," Jason stated. Alongside working on his manuscript, Jason acted as a Visiting Scholar at the University of California, Santa Cruz during his sabbatical, which gave him the opportunity to create deeper connections with other applied linguists in the area.

This semester, Jason has found a way to implement his research into the courses he is teaching. "I am delighted to have the opportunity to implement the strategies I am writing about in the book in a French course I am teaching this semester at the Institute entitled 'Food Security and Public Health.'" He also uses the concepts in his book in his course on the principles and practices of language teaching, giving his students insight into his research process. Jason is still in the early stages of publication, but hopes to have the book published in late 2021 with Routledge.

MIIS Continues to Collaborate with ELF Program



For 30 years, the [English Language Fellow \(ELF\) Program](#) has placed English-language educators in academic institutions all around the world. In November 2019, the [Teaching English to Speakers of Other Languages \(MATESOL\)](#) program at MIIS received the English Language Fellow Top Producing Institution Award for the exceptional training of numerous professionals who have graduated and gone on to work in the ELF Program. At the 2019 ceremony in Washington, D.C., professor Renée Jourdenais (*right*) accepted the award on behalf of the department. "It was gratifying to be recognized for having this long-standing connection to the Fellows program," she said. (*cont.*)

Faculty

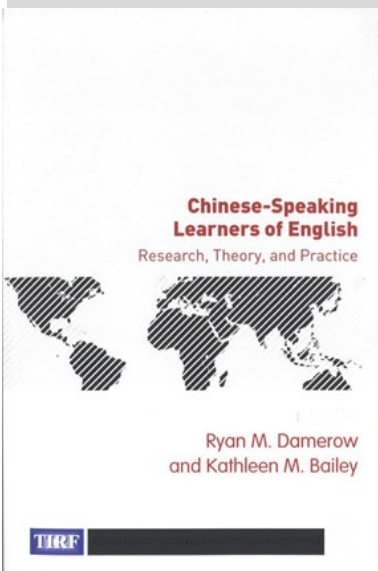
(cont.)

Since 2006, this program, operated by the Department of State, has placed 36 MATESOL alumni in teaching positions in countries like Brazil, Montenegro, Thailand, and Rwanda. “We’ve always appreciated the fantastic opportunities that the ELF program has offered to our graduates and have been enthusiastic about encouraging our MATESOL grads to pursue positions as ELF’s,” voiced Jourdenais. “Of course, it’s our alumni who provide the best recruiting for the program as they talk about all the opportunities that being a Fellow has offered them!”



In January 2020, the Institute welcomed Nabila Massoumi (*second from right*), a Regional English Language Officer ([RELO](#)) who hosted an informational session about the opportunities provided by the State Department. Ms. Massoumi visited campus to discuss current MIIS students’ plans after graduation in hopes of recruiting exceptional teachers to employ in the global market. Prior to meeting with the students, Nabila first met with MIIS staff and faculty members regarding opportunities for continuing collaboration.

After that meeting, the TESOL-TFL Program Chair, Kathi Bailey, noted that our program has had good relations with the Bureau of Educational and Cultural Affairs for many years. “Several of our faculty members and alumni have served as Academic Specialists for the State Department. We have also hosted groups of teachers from various countries who were visiting teacher training programs throughout the US on State Department Programs. But of course, the jewel in the crown is the number of our graduates who have gone on to be English Language Fellows,” Kathi Bailey commented. We are proud to work with the State Department to provide access and information on post-graduation opportunities available to our alumni and hope to continue this fruitful collaboration in the future.



A Team Effort

[Chinese-Speaking Learners of English: Research, Theory, and Practice](#) is the seventh book in the Global Research on Teaching and Learning English series, co-published by Routledge and [TIRF](#) (The International Research Foundation for English Language Education).

[Ryan Damerow](#), an MIIS TESOL alumnus and TIRF’s Chief Operating Officer, acted as co-editor alongside MIIS faculty member, Dr. Kathi Bailey, TIRF President. Kalina Swanson, a current TESOL MA candidate, served as the project manager and editorial assistant for this publication. (cont.)

Faculty

(cont.)

Kalina's work was funded by a Faculty Development Grant Dr. Bailey received from MIIS. This was one amazing opportunity that involved collaboration among MIIS faculty, students, and alumni.

The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book, the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals.

Kudos!

TESOL Special Edition

MIIS professors, [Dr. Jason Martel](#) and [Dr. Deniz Ortactepe](#), have been selected as guest editors of a Special Issue of *TESOL Quarterly* entitled *Exploring the Transformative Potential of Language Instruction for Social Justice*. This special edition will include research-based and conceptual pieces that feature language teaching as a political act through which teachers cultivate in their students' critical inquiry abilities, problem-solving strategies, a sense of responsibility and ownership, and a desire to interact with different communities.



“We are most excited about how the special issue brings together diverse perspectives, including language teachers, language teacher educators, researchers, and of course language learners themselves,” Jason revealed. “Overall, we hope that the special issue will provide an interdisciplinary and transformative platform for bridging divides that still exist between theory and praxis and between idealized teacher education contexts and actual classrooms,” he added. The Special Edition is expected to be published in Fall 2020.

Kudos!

Set for a Seventh Edition

After publishing the 4th edition of [Teaching by Principles](#) in 2015, [Dr. Heekyeong Lee](#) and her co-author, Dr. H. Douglas Brown, have recently been working on another major book project—the 7th edition of [Principles of Language Learning and Teaching \(PPLT\)](#). They expect this volume, a long-standing textbook on second language acquisition (SLA) and pedagogy, to be published by Pearson Education in 2021. “My role is to make major revisions in the 7th edition of PPLT to reflect the latest developments in the SLA field and bring fresh approaches to pedagogy by incorporating the most current research relevant to classroom methodology,” Heekyeong articulated. “I’m thrilled and honored to be the co-author of these two seminal textbooks in the field of language education.” The faculty at the Institute are leaders in their respective fields and Heekyeong is a wonderful example of a working academic whose efforts are being noticed.



Chiesa Receives Young Alumni Achievement Award

Dr. [David \(Dave\) L. Chiesa](#) has been awarded the [Young Alumni Achievement Award](#)—GSTILE, an award that celebrates the outstanding achievements of MIIS alumni. Dave’s work has kept him busy, having receiving his doctorate in Applied Linguistics from Georgia State University and his M.A. in TESOL with a Language Program Administration Certificate from the Middlebury Institute of International Studies at Monterey in 2010.



For fifteen years, Dave has lived, worked, and conducted research in East and Central Asia as a Japan Exchange and Teaching (JET) participant, U.S. Peace Corps volunteer, English Language Fellow, and English Language Specialist for the U.S. Department of State. He has published numerous empirical research articles and book chapters, and has just completed an in-service teacher education textbook and manual with four co-authors from the National Research Center in Teaching Foreign Languages in Tashkent, Uzbekistan. He has been honored to receive the Georgia State University Provost Dissertation Fellowship Award for his work, entitled “Discerning the Language Assessment Literacy of Uzbekistan EFL Teachers: An Individual, Social, and Sociohistorical Teacher Cognition Inquiry.”

Currently, Dave is the Language Testing and Assessment Specialist for the Ministry of Public Education for the Republic of Uzbekistan. Recently when there was an unexpected need for a professor to teach the Structure of English course at MIIS, Dave stepped up to the plate and has been conducting the class via Zoom. Through all his hard work and many successes, Dr. Chiesa has shown himself to be an influential member of our community.

Kudos!

MIIS Faculty Member Presented at SLAT Colloquium Speaker Series



On January 17th, 2020, MIIS faculty member, [Dr. Deniz Ortactepe](#) presented at the Second Language Acquisition & Teaching ([SLAT](#)) Colloquium Speaker Series at the University of Arizona. In her speech, “Language teaching *for* and *about* social justice: Moving beyond a tourist approach to inclusive teaching,” she addressed questions about social justice and argued that teaching *is* a political act. She discussed the principles and practices for social justice language teaching by drawing from her students’ sample lesson plans and textbook adaptation projects. Deniz also conducted a small workshop to work on a text analysis activity where issues such as diversity, discrimination, bias and stereotypes were discussed in relation to critical literacy. Kudos to Deniz for her work leading language education down a more just path.

Alumna Earns Doctorate

In February 2020, Dr. Randi Faith Freeman, an MIIS alumna, graduated summa cum laude from Anaheim University with an EdD in TESOL. Soon after, she presented her findings at the 2020 Spokane Regional ESL Conference. She received TIRF’s Doctoral Dissertation Grant in 2018 and recently received notification that she is a finalist for the Ellison Education Grant, support for teachers in Washington State. She collaborated on the grant application with Paul Firth, another MIIS graduate, who teaches ESL students at Othello High School. Most recently, she contributed to the new book *New Ways in Teaching With Creative Writing*, published by *TESOL*.



Bredes is Back in Town

TESOL graduate, Dounia Bredes, has been teaching at an international school in New Delhi for the past two years. She has recently accepted a new position at the Chartwell School in Seaside, which will begin in August. We are pleased to welcome Dounia back to the Monterey area!

Gilbride Accepts Position in Connecticut

Amanda Gilbride, a Chinese TFL alumna, has accepted a job offer as a Chinese teacher at Choate Rosemary Hall in Wallingford, CT, a boarding school offering grades 9-12. Amanda will start in fall semester 2020.

A Reunion for the Books

In September 2019, Kathi Bailey was reunited with Debbie Wren at an MIIS reunion in Washington D.C. Debbie was a member of the first TESOL graduating class in May of 1982.



Closing Letter from the Chairperson

Teaching in the Time of COVID-19

The Nobel prize winner, Colombian author [Gabriel García Márquez](#) wrote a novel called *Love in the Time of Cholera* (*El amor en los tiempos del cólera*), which was published in Spanish in 1985. (He is also the author of *One Hundred Years of Solitude*.)

As a college student, I read the latter but have never read the former. However, the title has occurred to me repeatedly over the last few months—perhaps because I am thinking of our work today as teaching in the time of COVID-19. Just as García Márquez’s star-crossed lovers, Florentino and Fermina, were forced to separate, we too must distance ourselves from those we love—including our students.

I expect that wherever you may be in this spring of 2020 (or fall, if you are in the southern hemisphere), that you and your colleagues, friends, and loved ones are experiencing the repercussions of the pandemic. Here at MIIS, all face-to-face classes have been changed to online formats from now through the end of the semester (mid-May). Most of our community members are hunkered down, sheltering in place here in the Monterey area. Others have gone elsewhere, to spend this time of quarantine with their families.

This online teaching situation is challenging, but it is not impossible. Teaching is still rewarding, of course, though teaching online is not as much fun for me as teaching face-to-face.

This semester I have been fortunate to be teaching an EAPP class in addition to my usual teacher training courses at MIIS. (EAPP stands for English for Academic and Professional Preparation.) The course is on giving professional presentations in English. I would like to share with you some thoughts I had after a lesson in that class this week.

To start our first online lesson, I tried out an activity which I often do while teaching online—i.e., having my students post a photo of where they are or of something in their environment that is special to them. The photos do not include any images of the students themselves, because part of the lesson plan is that everyone will try to guess who sent which picture. I have normally done this activity as an ice-breaker at the beginning of a course when I’ve been teaching online and the students don’t know one another.

This week, I decided to try it with my EAPP course, even though the students already know each other from our face-to-face classes before spring break, but now that they are all on lock-down, it seemed like a fun thing to do to try to reconnect. *(cont.)*



Closing Letter from the Chairperson

(cont.)

Most of the students had sent me a photo of something in their environment and a brief statement about why they had chosen that image. The pictures included one of two large bags of rice (bought on a trip to San Jose when Monterey stores ran out of rice), a bottle of yuzu (Chinese citrus fruit liqueur), a bowl of fruit, desks with computers, a pet cat sitting in front of a laptop screen and demanding attention, a view out of an apartment window, a seagull by the bay, a cup of coffee and a book, a wild rabbit that frequents one student's yard, and a pie chart showing the home schooling schedule of another student's daughter.

We started class with everyone seeing a slide with a collage of these photos and trying to guess who had contributed which picture – a process which resulted in lots of funny and interesting WRONG guesses. After everyone had guessed as much as they could, I asked the contributors of the as-yet-unidentified photos to claim their pictures and say a few words about why they'd chosen a particular image. There were quite a few surprises and a lot of laughter.

One unexpected (but quite lovely) event occurred at the end of the lesson. Those students who needed or wanted to leave did so, but 10 students stayed online just to chat about where they are and how they are doing. Most are in the Monterey area, but one had gone back to Moscow and another had returned to Greece. Those two shared with us what is going on in their countries, and then the other students who were still in the Zoom Room told us about life for their families and friends in their home countries (India, Brazil, China, Myanmar, Nigeria, Korea, and Taiwan).

These students are all taking full loads at MIIS. Five of them are raising young children (from 4 months old to 10 years old) and are therefore responsible for home schooling and/or childcare as well as their courses during this time of seclusion. Many of them work part-time and one works full-time. My admiration for their commitment, tenacity, and work ethic lifts my heart.

I want to close this message with a quote from one of our graduates, Anita Krishan. It is excerpted from a longer piece she wrote, which you can read [here](#). These are Anita's thoughts about living in the time of COVID-19:

COVID or CO-VID?

This novel Coronavirus has limited our lives in so many ways and people are struggling to find meaning in the madness. As a linguist (and, admittedly, a pun-addict), I can't help but read into words and phrases, seeking alternate meanings and perspectives. When I look at *COVID-19*, I see a few things.

Co-, of course, means **joint, mutual, or common**: to do *together*. We have co-pilots, and co-parents; we co-operate, cohabitate, and coordinate.

As a Spanish-speaker, I see *-vid* and think of *vida*, which means **life**. To me, COVID looks like CO-VID: **living together**. What could be more fitting in this time of quarantines and lockdowns?

Closing Letter from the Chairperson

(cont.)

I did some digging and found out the root *-vid* means a few things in different languages, all of which are relevant. In Latin, *-vid* means *to see* (as in *evidence* and *visual*). In Sanskrit, *-vid* means *to know* (related to *veda*).

What if we were to reframe COVID-19 as *CO-VID*: an opportunity for us to *live together, see together, and know together*?

Perhaps one day Anita, like Gabriel García Márquez, will win the Nobel prize for her writing.

So wherever you are, whatever you are doing in this time of uncertainty, I wish you a peaceful time of reflection, while we are all living in the time of COVID.

Kathi Bailey,

TESOL-TFL Program Chairperson



Thanks for reading!