

March 2019

Discourse & Repartée

Student News | Faculty News | Alumni News | Opportunities

Letter from the Dean



Dear TESOL and TFL faculty, students, and alumni,

Greetings from Monterey! I am thrilled to have the opportunity to greet you as fellow MIIS alum (from the Chinese T&I program), as a long-time faculty member, and now as the Dean of GSTILE. I owe a debt of gratitude to my predecessor, Prof. Renee Jourdenais, who set an extraordinarily high bar in her decade of service as Dean, and has, together with the amazing Angie Quesenberry, worked tirelessly to ensure a smooth transition to new leadership.

First, I'd like to share with you some news about transitions: As you probably know, Professor Lynn Goldstein retired in May of 2018, after teaching for decades at MIIS and serving for several years as the TESOL-TFL Program Chairperson. While we miss having her on campus, Lynn continues to actively support the program, in part by regularly sharing job opportunities with the MIIS Center for Advising and Career Services. She has also been mentoring Dr. Kathi Bailey, who has taken on the role of Program Chair and is doing an extraordinary job.

Second, I'd like to share news of an exciting upcoming event: We hope to plan a reunion of MIIS alumni at the TESOL Convention in Atlanta, Georgia. The reception will be held on Thursday, March 14, at a restaurant called [Dantanna's Downtown](#) from 5:30 p.m. to 7:00 p.m. Please RSVP online by **March 8th** by copying this link into your browser: <http://www.alumni.miis.edu/MiddleburyTESOL2019>. We look forward to seeing you there!

As you will see from the articles featured below, our students, faculty, and alumni are engaged in exciting endeavors and being recognized world-wide for their outstanding work in the field of language education. It is truly an honor and a privilege for me to serve this vibrant part of the MIIS community. I hope you will be able to join us at our reception at the TESOL Convention, and that you will keep in touch with MIIS, no matter where your professional paths may lead you.

All the best,

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

Letter from the Editor

Hello everyone!

First, I would like to thank all of this years' participants for contributing to the newsletter. I am truly humbled to see the amazing things that the MIIS community has done for the world. From Monterey to Uzbekistan, our TESOL-TFL community has a way of leaving a mark on society. Second, I would like to give a special shout out to my mentor and supervisor for this project, Kathleen M. Bailey. She has been pivotal in ensuring my success at the school and beyond. I am constantly inspired by the great deal of heart that she gives to her job. This year, Dr. Bailey has been engaged in a countless number of tasks: She is currently writing a book for a course that she is teaching; She is co-authoring and authoring academic articles for highly revered journals; She is editing a book for her non-profit organization, TIRF; She is excelling in her roles as President of TIRF, Academic Coordinator, and Program Chair for the TESOL-TFL departments; and all the while, she is showing empathy and providing support for the students and faculty of MIIS. Dr. Bailey has a way of touching the hearts of every person that crosses her path, and I am so grateful to have her support. Lastly, I would like to thank you, the reader, for embarking on this adventure! I hope you enjoy reading about our amazing TESOL-TFL community at MIIS!

Sincerely,

Kalina Swanson

Current Students

MA TESOL/TFL Students “Bailaron” at the 2018 Follies Talent Show



MIIS MA TESOL/MATFL students Jeremy Frye, Quimony Gaskins, Wendy Liu and Melanie Kinci participated in the 2018 Follies talent show. They performed a Latin style dance choreographed by Jeremy Frye. When asked to describe his experience choreographing and directing the Salsa Club, Jeremy noted, “Teaching was such an awarding experience. It was exhilarating to have a vision come to life outside of my head. The best part was not the final product, but rather the knowledge that I had an impact on the lives of my team, giving them the opportunity to perform something and seeing the light on their faces every practice. I think that because of our Latin dance team and our experience together, our memory of how we experienced this semester is significantly different than if we hadn’t participated. Everyone worked hard and put in great energy and even had great ideas to contribute to the choreography.” The group performed to three songs with different styles of Latin dance: *bachata, salsa, and rueda*. Click on the link below to see a video of their amazing performance!

Current Students

The Second to Last PCMI Students

You probably know from your time in the Monterey area that Pacific Grove calls itself “The Last Hometown.” There is a book called *The Last Hurrah* -- a phrase which has come to mean a last performance or effort. You may have heard the advertising slogan about the “last honest pizza” (whatever that may mean. Is there such a thing as a dishonest pizza?) But here at MIIS, we like to celebrate the much less depressing “last.” So join us in welcoming back the Second to Last PCMI Students -- Jacqueline Weixel and Aaron Ensmann.



Jacqueline has recently returned to MIIS after being an English Language Facilitator in Tonga for three years. She spent her time on the island of Vava'u teaching English to the students at the Government Primary School Tefisi and working with her co-teachers to develop their English and teaching skills. Jacqueline worked to bring new teaching techniques and resources to the school while also helping with administrative duties and school improvement efforts. She was able to put what she learned in her first year at MIIS into practice while continuing to learn more about herself as a teacher. Summarizing her 2-year experience Jacqueline commented, “My years in Tonga were challenging yet incredibly rewarding and enlightening. I was there to teach but I met so many wonderful people and learned so much from them.”

Aaron Ensmann finished his Peace Corps service in Moldova, teaching English with Moldovan partners to primary and secondary school students. Working closely with school administration at the Ion Luca Caragiale Theoretical Lyceum, Aaron also wrote grant proposals. He received a Recreational Health Grant, with which the school was able to purchase benches, organize outdoor activities, and educate students about the benefits of an active lifestyle. He also received the “Girl Power--Personal Development” Grant that provided a series of personal development trainings to 25 young women. Among the instructors hired to work in the program were a news-anchor, a lawyer, a psychologist, a priest, a life-coach, a businessman, and a successful NGO director.

Congratulations to both Aaron and Jacqueline for the successful completion of their Peace Corps service. We are honored to welcome them back to MIIS.

Why are they the “second to last” PCMI students? Because Maggie Yandell is finishing her work as a Peace Corps volunteer in Costa Rica. We look forward to welcoming Maggie back to MIIS in spring semester of 2020.

Current Students

FLEDS 2018

The 2018 Foreign Language Education Symposium (FLEDS) was held at MIIS on November 3, 2018. The conference theme was “Meeting Challenges, Inspiring Success.” As a planning committee, Katherine Benton, Matthew McElfresh, Lian Partridge, and Amy Sullivan personally overcame challenges and had successes throughout the process of planning the symposium.

The conference program consisted of a plenary speaker, fifteen concurrent sessions offered by 22 speakers, and a four-person panelist session, followed by a reception. The four graduate student committee members had one staff advisor (Angie Queensbury) and one faculty advisor (Kathi Bailey), who oversaw the meetings and contributed advice when needed. Matthew commented on his experience stating, “I think it was a great opportunity to gain experience setting up conferences and working with a team. From the point of view of the participants, it allowed them to attend a professional conference, without having to spend a lot of money. FLEDS is a great way for the institute to make end roads and connections with local teachers and language professionals.”



Faculty

Social Justice, Now!: A Project on Raising Turkish Pre-service English Language Teachers' Awareness of Social Justice

Following the principles of Social Justice Teacher Education, Professor Deniz Ortachtepe and her colleague Dr. Adnan Yilmaz (Sinop University) developed a grant proposal arguing that English language classrooms should serve as a transformative learning space to engage the youth in conversations related to peace, equality, conflict, environmental issues, and human rights. Their project, which is funded by the Ankara U.S. Embassy (U.S. Department of State), involves four main phases, which Professor Ortachtepe explains below:

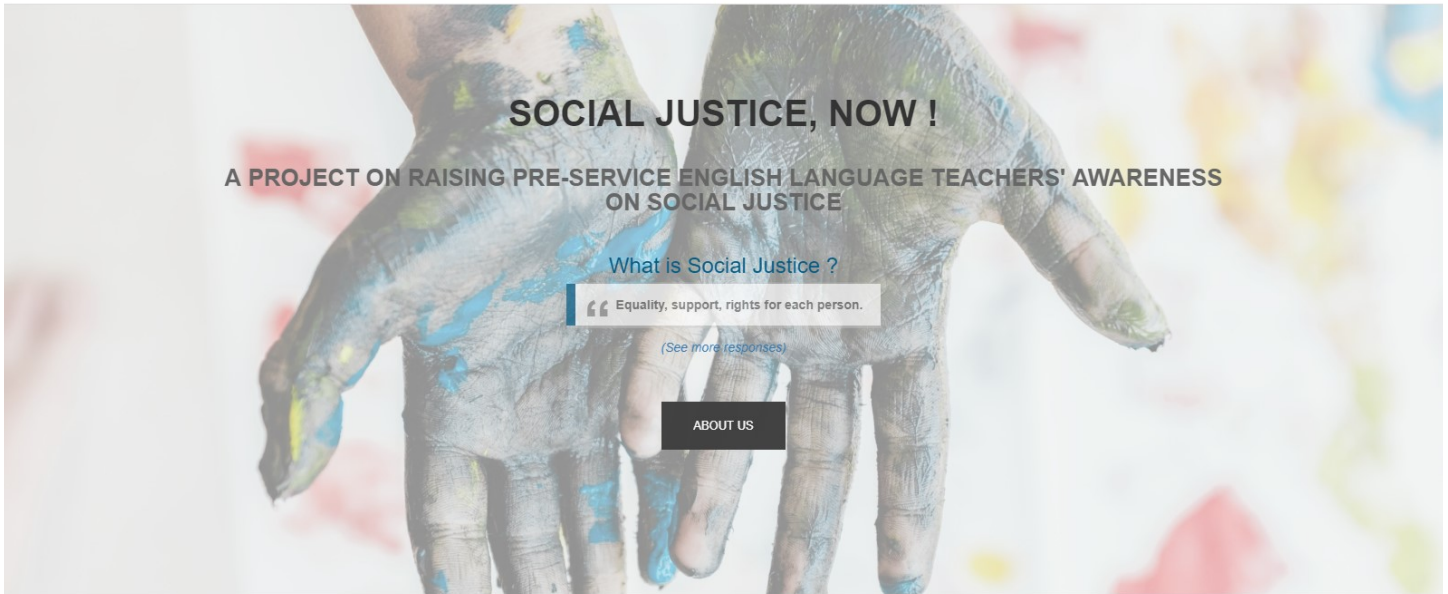
“The first phase included the introductory seminars we carried out in November



Faculty

Social Justice in ELT

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2018 across four universities in Turkey. These two-hour seminars introduced the topic, ‘social justice teacher education,’ and why as language teachers/teacher educators we should be concerned with the issues of social and educational (in)justice, diversity, and human rights.

With these seminars, the team aimed to raise awareness on social justice issues since the seminars reached out to almost 100 prospective English language teachers and 20 faculty members. In the second phase of the study beginning in February 2019, they will conduct four webinars, each of which will be focusing on a particular theme related to social justice. They chose the themes of gender roles/women’s rights, LGBTQ issues, environmental issues, and immigration/peacebuilding, which has become a major issue in Turkish K-12 schools with the increasing number of Syrian refugees in Turkey.

The last two phases of the project aim to enable the participating pre-service teachers to run small-scale social responsibility projects in their local environment or in their Practicum sites in a way to reduce social injustice and increase equality in socio-economically disadvantaged areas in Turkey. The project will end with a symposium where the students will present their projects and two best projects will be awarded funding to attend the 2020 TESOL Convention! You can visit the team’s website for more information on the project:

www.socialjusticeinelt.com.”

Faculty

Jason Martel Elected Chair of Teacher Development SIG for ACTFL



Jason Martel, Associate Professor in the TESOL/TFL Program and Associate Director of the Summer Intensive Language Program (SILP), has been elected Chair of the American Council on the Teaching of Foreign Languages' (ACTFL) Teacher Development (TD) Special Interest Group (SIG). Prior to assuming this role, Jason served two, two-year terms as Secretary of the TD SIG and Secretary of the Research SIG. In his new capacity as Chair, Jason collaborates with the TD SIG leadership to cultivate the community of practice of foreign language teacher educators in ACTFL by designing professional development opportunities (e.g., webinars), facilitating communication among SIG members (e.g., via ACTFL's online community), and managing the proposal review process for the ACTFL Annual Convention. Jason says his service in ACTFL SIG leadership positions has helped him grow as a language teacher educator and create meaningful connections with teachers and scholars at institutions across the country.

Professor Netta Avineri Serves as a Plenary Speaker for 2018 CATESOL Conference

Professor Netta Avineri served as a plenary speaker for the 2018 CATESOL Conference in Anaheim, CA. Her presentation was titled, "Service Learning, Nested Interculturality, and Language Education: Progress and Prospects for Social Justice." As described in the conference program, in this interactive plenary, Dr. Avineri explored the continuum of approaches to community engagement, considering both positive aspects as well as challenges. She discussed principles of ethical service-learning pedagogy and applied them to language education. Professor Avineri presented her model of "nested interculturality", a relational approach to fostering ethical attitudes and practices in service-learning partnerships. Participants examined several case studies of critical service-learning in language education and had the opportunity to adapt those approaches to their own contexts in relation to their pedagogical goals. Lastly, they considered the various ways that critical service-learning projects can connect with broader issues of social change in our communities. The session was very well attended by a diverse audience. Avineri noted, "This was an incredibly meaningful opportunity to share and learn with language education professionals from throughout the state. The participants' energy, interest, and contributions were inspiring! I am humbled to have had the chance to present in this venue."



Alumni

Deborah J. Short, 2019 President-Elect of TESOL

“When I joined the U.S. Peace Corps in 1981 as an EFL teacher in Zaire (now DR Congo), I hoped to help some students, maybe have an adventure, and after 2 years, return home for law school. Unexpectedly, I fell in love with teaching, and in particular integrating language and content learning, although I did not have a colleague to share ideas with, nor a mentor to learn from, nor access to books. I stayed an extra year and upon return was hired as the first ESL teacher in a New York high school. But it was my participation in the MATESOL program at MIIS from 1985-86 that sealed the deal. I had found my vocation and my community.”

At MIIS, Deborah learned the research and theory that underpinned and expanded her practical experience in the classroom. Her interest in content-based language instruction grew and led to her eventual work with sheltered instruction, as articulated in the Sheltered Instruction Observation Protocol (SIOP) model. She went on to teach ESL and ESL Math in an Alexandria, Virginia middle school and then joined the Center for Applied Linguistics in Washington, DC. For over 20 years Deborah was able to design and conduct research and evaluation studies on English learners, their teachers’ pedagogy, and their program designs, funded by the Carnegie Corporation of New York, the Rockefeller Foundation, and the U.S. Department of Education, among others. During this time, she also earned her Ph.D. at George Mason University (Virginia) with a specialization in bilingual/multicultural education.

Deborah commented that her three decades in the profession have been incredibly fulfilling. “I have been fortunate to have had exceptional mentors and colleagues along the way. Working with teachers of English learners and conducting research in K-12 classrooms has been a pleasure. I have also enjoyed writing articles and books for both teachers and English learners.” Currently, she directs Academic Language Research & Training, a consulting company she founded in 2007. She provides professional development to teachers, administrators, and teacher educators on content-based ESL/EFL, sheltered instruction, and academic literacy worldwide. To help promote advocacy efforts for our field, she explained that she served on TESOL’s Board of Directors from 2013-16. Congratulations to Deborah on being chosen as the incoming President-Elect for the organization.



Alumni

Joyce Kling's New Paper in Language Education in Review Series

Congratulations to TESOL graduate, Dr. Joyce Kling. She was invited to author the first paper in the Language Education in Review Series, which is published by TIRF – The International Research Foundation for English Language Education. The title of her paper is entitled “English as a Medium of Instruction” – which was also the topic of her doctoral dissertation at the University of Copenhagen.

Joyce currently works as a Research Academic Officer in the Centre for Internationalisation and Parallel Language Use at the University of Copenhagen.

Her research interests include English as a medium of instruction, teacher cognition, language testing, and foreign language pedagogy. Her work appears in several anthologies, including TIRF's publication *Global Research on Teacher Education and Professional Development in TESOL* (Routledge, 2018), as well as the *TESOL Quarterly*. She is the co-author of *English Medium Instruction in Multilingual and Multicultural Universities: Academics' Voices from the Northern European Context* (with Birgit Henriksen and Anne Holmen).

Joyce served on the Board of Directors for TESOL International Association from 2006-2009. She is currently a member of the Board of ICLHE Association (Integrating Content and Language in Higher Education).



Joe Cunningham

Joe Cunningham (Ph.D., University of Kansas) completed the MATFL program in 2004, specializing in German Studies. He is now an Assistant Professor of German and the Director of Curriculum at Georgetown University, where he teaches all levels of the internationally-recognized “Developing Multiliteracies” undergraduate curriculum, as well as graduate courses in topics pertaining to applied linguistics and second language acquisition.

In addition to teaching German, Joe pursues an active research agenda situated at the intersection of technology-mediated second language pedagogy and instructed pragmatic development, with a particular focus on telecollaboration/virtual exchange. He is a regular presenter at national and international conferences, appearing at such venues in both physical and digital form. His research has been published in both edited volumes and peer-reviewed journals such as *The Modern Language Journal*, *Language Learning & Technology*, and *System*.

Alumni

Sky Lantz-Wagner's TEFL Certificate Program, "Dreamers in Mexico"



In the summer of 2018, MIIS alumnus Sky Lantz-Wagner (MA TESOL, 2012) walked into an office building in downtown Mexico City, where he would meet face-to-face with a group of students. These were not ordinary students... Sky had been working with them online for the previous five weeks, teaching about the ins and outs of language assessment. The majority of the modules for the certificate take place online, but what makes this program unique is that it starts and ends with in-person team building and development. This experience closely connects to another distinguishing characteristic, which is the certificate's emphasis on building a learning community and

community of practice for participants.

The students came from all over Mexico for the culmination of their hard work in their classes over the previous six months. Some were from Coahuila, others were from Guadalajara, but one place that they all could all claim as home (once) was the United States; they were all Dreamers.

The TEFL certificate was promoted through various university partners and eventually found traction with University of Dayton Publishing (UDP), based in Mexico City. Another of UDP's partners, Otros Dreams en Acción (ODA), perceived the value of the certificate for their organization, which provides resources including a wellness center, social groups, and job training to Dreamers who have returned to Mexico. ODA has been promoting the certificate through their social media sites and other outreach methods.

Sky has worked as an instructor in the University of Dayton Intensive English Program since graduating from MIIS. He said he felt honored to be a part of a project so deeply rooted in social justice, critical pedagogy, and identity development. "I did some research on the Dreamers when I was planning for the module, but I'm certain that I learned as much as the participants did while the module was underway, and especially during the face-to-face meetings," Sky said. With such strong anti-immigrant rhetoric dominating the news, he had assumed that Dreamers who returned home did so involuntarily, which is not always the case. Some returned home because, after having attended K-12 schools in the U.S., they found themselves faced with expensive college choices. Others return to be with a family member who was deported. The stories from the participants were touching and inspirational.

While the official focus of the face-to-face meetings was language assessment and eventually TEFL certificate graduation, it was impossible to ignore the importance of the journey the students had taken to arrive to that building. The road had been long, tiring, confusing, and even painful, but the hope, determination, and compassion were very present. For more information about the UDEL TEFL certificate and other programs, visit go.udayton.edu/udel.

Alumni

Julie Vorholt Edits 2nd Edition of *New Ways in Teaching Speaking*

MIIS alumna Julie Vorholt (MATESOL 2000) is the editor of *New Ways in Teaching Speaking* (2nd edition) for TESOL Press, the publishing division of the TESOL International Association. English language teaching professionals from around the world submitted these activities that have succeeded when taught in their own classrooms. When read in its entirety, this book is a resource to use with students at all proficiency levels and of all ages. “It is thrilling to see this major project come to fruition,” Julie said. “I am dedicated to publishing high-quality materials that teachers can use with confidence and it is inspiring to work internationally with so many educators who share a commitment to excellence and to student success.”

More than 100 brand new activities are included in this edition. (See the Table of Contents here.) The book is organized into five major categories: Developing Fluency (Part I), Developing Accuracy (Part II), Developing Pronunciation (Part III), Speaking in Specific Contexts (Part IV), and Speaking and Technology (Part V). There is also a webpage with 40 online appendices that includes helpful materials connected to teaching speaking. Go to: <http://www.tesol.org/teachingspeaking>.



One unexpected challenge of editing this book was handling the tremendous response to the call for contributions, which yielded approximately 250 activities. “I sometimes received three similar versions of the same activity with different titles from different teachers,” said Julie. “Reading through so many contributions made it difficult to track and respond to every submission even before the detailed editing began.”

An unanticipated highlight was engaging with members of the MIIS community. Several alumni submitted activities that were published. “The Inner-Outer Circle: A Platform to Integrate Pronunciation” by Ivanne Denieroff; “Compelling Conclusions to Speeches,” “Moving Beyond Body Language Basics,” and “Discussion and Facilitation: Strengthening Skills in Class Activities” by Lisa Leopold; “Elevator Pitch Competition for Environmental NGOs” by Julie Vorholt; and “Reflecting With Art Cards: Expressing Thoughts and Feelings” by Hisako Yamashita. Three members of the MIIS community also contributed in other ways. Dr. Renee Jourdenais and Hisako Yamashita provided valuable feedback and Lara Ravitch created detailed activities to increase diversity and inclusion in a submission.

“Editing this book was a deeply meaningful experience because of my connection to the New Ways series during my twenty-year career,” says Julie. “While I was a graduate assistant to Dean Ruth Larimer, I supported her work editing *New Ways in Teaching With Authentic Materials*. I also bought the 1994 edition of *New Ways in Teaching Speaking* which Dr. Kathleen M. Bailey and Lance Savage co-edited. I used it when teaching in China during my MIIS teaching internship.”

The book was released in late 2018 and can be purchased on the [TESOL Press](https://www.tesol.org/tesolpress) website. Julie can be reached at juliev@lclark.edu or her LinkedIn account.

Alumni

David Chiesa Contributes to Uzbekistan's Language Education Reform



Chiesa and the co-authors of the book

Alumnus David L. Chiesa is a recent Ph.D. graduate (Fall 2018) in Applied Linguistics from Georgia State University and is now the English Language Assessment and Testing Consultant for the Ministry of Public Education of the Republic of Uzbekistan. His research interests and love for language teacher education began as an M.A. student at MIIS (TESOL; LPA, 2010). What he learned here – and the relationships he established with faculty and colleagues – supported his professional identity as an English Language Fellow and Specialist for the U.S. Department of State in China, Mongolia, and Uzbekistan.

David's recent doctoral work focused on discerning the language assessment literacy of L2 language teachers from Uzbekistan by understanding how cultural, social, economic and political ideologies play a role in language teachers' assessment practices. His research findings contributed to the development of a national in-service language teacher education textbook, which he co-authored with four members from Uzbekistan's Ministry of Higher and Secondary Education (i.e., Innovation Center). The Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan" (i.e., BIMM) decided the book will be used in place of the existing national teacher education curriculum beginning in January of 2019.

David will be returning to Uzbekistan in February 2019 to work with The Ministry of Public Education's Department of Improving Educational Standards and Monitoring Educational Processes. His work involves re-vamping the national standards for language learning. This project is sponsored by the World Bank. He will be aligning the newly written standards with the Common European Framework of Reference and the textbooks that are used throughout the country. Additionally, he will be writing language proficiency tests for young learners, training language professionals on language assessment and testing, and establishing a sustainable assessment system. He is excited for this next phase of his professional career and looks forward to supporting Uzbekistan's education reform.

Celeste Coleman: From Then Until Now

Celeste Coleman was a TESOL PCMI student at MIIS. Looking back on her career she wrote, "I had the pleasure of getting my undergraduate degree at UC Santa Cruz, where I double-majored in psychology and language studies with a minor in education. I loved each of my fields of study and knew for certain that I wanted to teach something in the field of languages and/or linguistics. While I worked on my degree, I found employment with a university-based program teaching in a pull-out program at a local school. My students were all English language learners, and many were the children of migrant farmworkers.

It was through this program that I fell in love with teaching the English language and decided that I wanted to

Alumni

do more of that someday. I ended up attending the PCMI program at MIIS right after graduating UCSC with my bachelor's degree and am 100% confident that I made the right decision."

In the Peace Corps, Celeste was assigned as a TEFL volunteer in the small town of Kremenets in Western Ukraine. The school system there goes from first through eleventh grade, and students of all grade levels typically meet within a single building. She was assigned to a "gymnasium," which is a type of school offering extra lessons and accelerated courses. As one of three English teachers at the school, she taught children and teens across the full spectrum of ages. She said, "The environment was simple, but clean, and although we could not always count on textbooks, electricity, or chalk, we could always find ways to work around any impediments. I was constantly impressed and inspired by the dedication of these teachers, and I came away with the knowledge that excellence in teaching is not contingent on the physical attributes of the classroom environment."

Celeste is currently an Academic Coordinator and Instructor at the American Language and Culture Institute of California State University San Marcos. Her main role is to coordinate and teach in their teacher training programs, which include the TESL/TEFL Certificate Program and customized group programs for international teachers of English. In addition, she teaches in and assists with the coordination of the intensive English program,

which prepares students to study at CSUSM. She also assists current students with their language proficiency. Celeste said, "I love that I get to participate in so many aspects of English language teaching in my position, from working with our international students, to training new teachers, to working 'behind the scenes' to set up the details of the programs. Every day, I am thankful for the solid foundation I gained through my MA TESOL from MIIS. The rigorous, hands-on approach of the courses provided me with excellent preparation for dealing with the daily realities of the language pedagogy field; in addition, I feel confident in being able to back up my assertions with evidence and research."



Clarissa (Claire) Eagle: Up and Coming French Teacher and Pedagogical Protégé

Claire Eagle joined MIIS French Language Studies as an adjunct faculty member in 2016, during her last semester of the TFL MA. During her studies at MIIS, Claire became interested in how language learning is propelled by debate, the negotiation of meaning, and a certain "tragic" (but not sad) recognition of gaps in a learner's own knowledge bank. In this way, the most effective language classrooms could be seen as real-life democratic spaces. Claire's recent research on learner perception of leaning in the content-based classroom (2017) explores how learners grapple with the uncertainty that comes from this type of high-level language learning.

Claire has published in the fields of political science, French literary and democratic theory, and, since her graduation from the MIIS MATFL program, second language acquisition. Since coming on board MIIS Lan-

Alumni

guage Studies, Claire has taught a range of French-medium, content-based courses on security and social justice, gender in politics, laïcité and identity, and democracy and social change. In 2017 and 2018, Claire designed and taught the first cross-listed French Language and Intercultural Competence courses offered at MIIS. “The content-based instructional setting at MIIS allows me to pull on every thread making up my identity: the politics, the culture, the studies in language acquisition,” says Claire, “which is really happy for me, and adds a kind of richness to my classes that would not have been possible otherwise, had my route to MIIS been a bit more direct.”

In August 2018, Claire presented research conducted at MIIS on student attitudinal changes in cross-listed ICC/FRLA courses at the International Association for Languages & Intercultural Communication conference. In fall of 2018 she helped jumpstart the MIIS Custom Language Services’ journalism and culture program for Xinhua journalists, designing and teaching the culture component of the new curriculum. Also last year, Claire was certified to teach Professional French (French for Business) by the Paris Île-de-France Chamber of Commerce and Industry.



Summer 2019 will mark Claire’s second year as French Coordinator of the Middlebury Institute’s Summer Intensive Language Program (SILP), and three years as a SILP Instructor. She started working in French SILP as the activity coordinator and tutor when she was still a graduate student in the MATFL program. “What I love about SILP,” Claire says, “is the emphasis placed on mining language from real contexts, and then immediately applying that language to communicate about issues that matter today – that’s what makes the language learning that students do over the course of the summer so long-lasting and impactful. And this kind of learning happens at all proficiency levels. It’s a real tip of the hat to the adult intelligence, even at the zero beginner level, which is wonderful to be a part of.”

Off-campus, Claire is honored to serve as First Vice President and Director of the Monterey Peninsula Alliance Française.

Vita Kogan’s Journey Around the World Always Brings her Back to MIIS

Vita Kogan is the 2019 Summer Intensive Language Program coordinator for Russian. She graduated from MIIS at 2012 with M.A. in Teaching Foreign Language. After that, Vita studied at the University of Edinburgh in U.K., where she completed her M.Sc. in Psychology of Language. Currently, Vita is finishing her Ph.D. in Cognitive Science and Language at the University of Barcelona in Spain. Her research interests concern sociolinguistic, psycholinguistic, and neurolinguistic aspects of speech perception. Recently Vita collaborated on a large-scale multi-laboratory research project that investigated whether people routinely pre-activate in their brain the meaning and the phonological form of upcoming words. This study challenged the previous assumption of how the predictive function of the human language system operates and was covered by a popular science news website ScienceDaily. Vita published several articles on the topic of phonetic talent and the acquisition of nonnative phonology.

Her latest article, which was submitted for review in December 2018, explores the concept of aptitude for specific languages, e.g., aptitude for Russian or aptitude for Chinese. In September 2018, Vita presented her research on individual differences in native language and their effects on L2 learning at the European Second Language Association Conference (EuroSLA 28) in Munster, Germany.

Alumni

“No matter where I am in the world, I love coming back and teaching at MIIS. The sense of community and purpose that I feel when I am interacting with the students here is so profound and authentic — I don’t get this feeling anywhere else,” says Vita.

Since joining SILP in 2017, Vita has taught several Russian content-based courses for beginners. The idea that even an absolute novice of a foreign language can explore the content in this language appeared as an exciting challenge for Vita and motivated the development of a range of instructional materials to overcome it. That is how Vita created a language-learning board game -- LinguaPolis New York -- that helps learners of English practice speaking in a natural-like setting. The game was shortlisted at the 5th International Educational Games Competition that took place in Graz, Austria. Vita's experience of putting the game together is described in the article "Kickstarting a language game" (published in *The English Language Professional* magazine). The Russian version of the game — LinguaPolis Moscow -- is on its way!

Kudos!

Alumna **Britt Johnson** received the University of Oregon’s Senate Award for Shared Governance, Transparency & Trust. This award “represents the Senate’s interest in encouraging the proliferation of trust, transparency, and shared governance with the university administration. It is given to the administrator or other member of the UO community who has best exemplified the values of trust, transparency, and shared governance during the year.” Congratulations to Britt, whose devotion to ethical and empathetic leadership in her former position as Academic Director of AEI has been recognized.

Congratulations to **Don Hansen** for being selected to receive the 1st Place prize for the 2019 Ron Chang Lee Award for Excellence in Classroom Technology. He will be accepting the award at the TESOL convention in Atlanta, Georgia. Don said that Professor Thor Sawin was “instrumental in helping to conceptualize new ways to leverage technology to promote language learning.”

Alumna **Rebecca Kersnar** received a three-year National Endowment for the Humanities (NEH) grant to build reading and writing enriched curriculum at California State University Monterey Bay, where she teaches. The full WEC (Writing Enriched Curriculum) framework was developed at the University of Minnesota and involves a 10-year process, so this grant will help get the project underway, likely starting with pilots in the math and biology departments.

Alumnus **Kevin Jepson** was recognized on the Association for Supervision and Curriculum Development (ASCD) website for co-authoring one of the 10 best articles of 2018. His article which was entitled, "Supporting English Language Learners through the Curriculum and Beyond," explored Language Dives in the EL Education K-5 Language Arts Curriculum and at EdWeek.

Dr. Netta Avineri and colleagues Dr. Sarah Bunin Benor and Rabbi Nicki Greninger have received a grant from the Consortium for Applied Studies in Jewish Education, for their research project, “Hebrew Education in Supplementary Schools” to be conducted in 2019-2020.

Jacob Adams, a TFL-Arabic MA candidate, recently published his first academic paper, a co-authored article entitled “Sonority Distance and Similarity Avoidance Effects in Moroccan Judeo-Spanish.” The paper appeared in the prestigious journal, *Linguistics*.

In January of 2019, alumna **Claire Eagle** was hired by ACTFL to consult on a new French Defence Language Proficiency Test 5 in development for the Defense Language Institute in Monterey.

TFL (Spanish) Alumnus **Abraham Leach** recently presented at the Linguistic Society of America conference about his project creating a linguistics course at Oakwood High School in California.

Alumnus **William Kraus** (Bill) recently published a featured article in the *OnCUE* journal entitled, “*The Journal Effects of Personalized Prompts on Japanese EFL Students’ Written Essays*.” Read the full co-authored article [here](#) or by copying this link into your browser: https://jaltcue.org/files/OnCUE/OCJ11.1/OCJ11.1_pp25-50_Mueller_Kraus.pdf

The East-Asia Pacific English Language Fellow mid-year conference was held this year in Cebu, Philippines. MIIS TESOL Alumnae **Rose Graves** (Malaysia), **Dani Fischer** (Vietnam), and **Kelly Donovan** (China), all Fellows in the East-Asia Pacific region, had a happy reunion and reflected on old memories at MIIS!

Exciting Opportunities

James Maddox Presidential Fellowships for Middlebury and MIIS Graduates Scholarships

Middlebury is offering a number of special fellowships to support the summer study at the Middlebury Bread Loaf School of English for students who have attended Middlebury’s undergraduate college or the Middlebury Institute of International Studies at Monterey.

Fellowships will cover \$5,000 of the costs of attending the program at any campus in summer 2019.

Eligibility:

- Applicants must have attended Middlebury’s undergraduate college or the Middlebury Institute of International Studies at Monterey.
- Preference will be given to applicants who have graduated from Middlebury between 2014 and 2019.
- Fellowship applicants must have applied for admission or already be enrolled at the Bread Loaf School of English.

Awards will be offered on a rolling basis, beginning March 1, 2019.



Middlebury Alumni Gathering at the Annual TESOL Convention

March 14, 2019

5:00 - 7:00 p.m.

[Dantanna's Downtown](#)

One CNN Center Ste. 269

Atlanta, GA 30303

Join Middlebury alumni, faculty, and students at this annual alumni gathering at the TESOL 2019 International Convention and English Language Expo. Professor and TESOL/TFL Program Chair Kathi Bailey will provide language program updates and host our “who’s working where and who’s hiring” around-the-room session! This is a great opportunity to connect and engage with your Middlebury community. Appetizers and beverages will be provided.

RSVP online by **March 8th** by copying this link into your browser: <http://www.alumni.miis.edu/MiddleburyTESOL2019>. We look forward to seeing you there!

Register Now

Stay Connected with [Middlebury](#) and [MIIS](#) on Facebook!