

MARCH 2021

DISCOURSE & REPARTÉE

Annual Newsletter of the TESOL/TFL Department
Middlebury Institute of International Studies

Letter from the Dean

Dear TESOL and TFL faculty, students, and alumni,

A year ago, I wrote in my preface to this newsletter, "This is a trying time for all of us." Well, I think we can safely say that the year that ensued was even more challenging than any of us could have predicted. Beyond the impact of the pandemic on physical and mental health, we have faced social upheaval and a reckoning with inequities in social justice, widening economic disparities among the haves and have-nots, as well as a series of wildfires and other disasters that hit many of us close to home or at home. Yet despite the many blows that rained down on many of us and the ones we love, one can see in this newsletter clear evidence of a resilient and caring community that has risen to multiple challenges and made the most of this trying time. With great courage, leadership, humility, and an intact sense of humor (look at the smiles and laughter in the Zoom room screenshots!), the students, alumni, and faculty of the MIIS TESOL/TFL program continue to stand together to nurture an intellectual community of meaningful connections, and to lead language teachers and learners around the world with their intellectual and emotional capital. From forging a virtual community to organizing a very successful online symposium; from publishing and presenting on themes of language and racism, disability, and social justice to teaching and publishing about online language teaching; from accepting lofty leadership positions and distinguished awards to serving the most vulnerable populations; this community is engaging in highly relevant and important work. I am so proud to read of the accomplishments and global engagement of our TESOL/ TFL community members, and hope that this newsletter provides a small window into the power of this incredible community.

Wishing you all the best of health,

Laura Burian

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

(pictured right)



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This issue edited by Kristen Tuttle, MATESOL '22. All articles written by Kristen unless otherwise noted.

CURRENT STUDENTS

Forging Virtual Community

This fall, students and faculty in the TESOL/TFL department have sought ways to create community in physical distancing. One initiative began when first-year TESOL student Katie Klein created a virtual study group for students in the department.

Klein says she initially started the group because she wanted to make connections with her peers and create a virtual support system. "I was personally very nervous to re-enter the world of academics," she says. "I thrive on human connection, and I knew there was no way I would survive this online schooling without making clear connections with my peers." Klein posted an invitation to join a WhatsApp group chat in MIcommunity, an online platform for MIIS students, and the group quickly grew. Though the WhatsApp group was initially created as a means to organize weekly study sessions, the group chat itself evolved into another social space for students. "When I am studying at home by myself, I often exchange motivational texts with classmates, and this sense of solidarity is what keeps me going!" says Klein. For her, both the study sessions and the WhatsApp group have been "absolutely key in terms of adaptation to grad school."



After the success of Klein's study group initiative, her peers voted her into the Student Council Representative position for the TESOL/TFL department—despite her name not appearing on the ballot. Katie didn't run for student council, but enough of her peers wrote her name in during the voting process that she was elected for the position. Though initially unsure if she should accept the opportunity in her first semester, Klein made the choice to commit to the role. "I love connecting with people and I wanted to get to know everyone anyway," says Klein. "And I was already finding a way to advocate for myself and my fellow students before assuming the official role." Klein adds that in her role as Student Council Representative, she has grown to appreciate the TESOL/TFL community at MIIS even more. "Professors are open to feedback, and it creates an environment where we can all be on the same team."

Klein strives to continue to build community in the department in her role as Student Council Representative. In addition to the regular study group meetings, which now doubly serve as her Student Council office hours, Klein helped initiate a weekly social space in the fall semester after Professor Jason Martel's Monday morning Principles & Practices in Language Teaching class, consisting of 15-minute informal chats to help ground attendees at the beginning of each week.

Klein notes that though the transition to online learning has not been easy, it has been filled with gratifying moments. "Like most of us, I had hoped to attend MIIS in person. I grappled for a long time about the decision to attend MIIS online in the pandemic. I finally decided that even though nothing is really as it was pre-COVID, I would rather continue pursuing my dreams of becoming a language teacher." For Klein, the social connections have made online learning particularly worthwhile. "My experience connecting with my peers both within my role

"as Student Council rep, and personally, has been probably the most important contributing factor to making my experience as fulfilling as it can be, given the circumstances. In my opinion, one of the most enriching things about attending MIIS is the diversity of experiences and perspectives that each of us bring to the classroom. I love hearing about my classmates' experiences teaching abroad or studying a certain language. I am so grateful for every opportunity I have to connect with my peers, and hope to continue to serve the community [as Student Council Representative] to the best of my ability."

While forging community spaces online still differs from creating community in person, Klein offers a powerful reminder: "I figured if we were going to try this online world, we would all be in it together." Thanks in large part to Katie, such has certainly been the case in the TESOL/TFL department. ♦

Student Volunteers at the CATESOL Conference

When organizers of the fall California TESOL (CATESOL) conference needed last-minute volunteers, TESOL students Kira Arias-La Rheir and Grace Davis stepped in to help out. For Grace, her personal experience as Co-Chair of the TESOL/TFL department's Symposium on World Language Education (SOWLE) conference motivated her to participate. "I know the importance of having volunteers to run a successful event. I received an email from a professor saying that CATESOL needed some volunteers last minute, and I wanted to help out if I could," said Grace.

Kira felt eager to explore the field of language teaching through the opportunity. "As a first-year student who is relatively new to the field, it felt like a good opportunity for me to push myself and get involved, especially since the all-virtual format was new to everyone. I think my experience with virtual learning platforms had prepared me well for navigating their system. CATESOL also gave me the opportunity to learn about current TESOL-related research and interact with researchers one-on-one."



Kira Arias-La Rheir

Both students shared positive feedback about their experiences at the conference, and particularly enjoyed speaking with the presenters that they assisted as volunteers. For Grace, one of these conversations even led to an unexpected opportunity. "I am especially thrilled with my participation in CATESOL because it led to an ideal practicum position for the coming spring semester," she says. "I just so happened to be paired with a session I was incredibly interested in, and as the moderator, I had the opportunity to talk to the presenter more than I may have as an attendee. This allowed me to ask questions and get to know the presenter a little better." After the event, Grace reached out to the presenter, who ended up offering her the practicum position. "I was ecstatic!" adds Grace.

Both volunteers spoke highly of their experiences at the CATESOL conference, and encouraged their peers to get involved in the future. "I encourage others to attend OR volunteer next year!" says Grace. Adds Kira, "Even though I was nervous beforehand, I did not find it intimidating at all once things got started. The experience was really enjoyable." ♦

New Name, New Format for MIIS Language Symposium

When Grace Davis and Caleb Powers agreed to serve as co-chairs of the TESOL/TFL department's annual language education symposium, they could never have anticipated that COVID-19 would push them to reimagine it completely as an online event. "Grace and I volunteered to work the check-in table at the previous year's conference, when it was still known as FLEDS (The Foreign Language Education Symposium)" says Powers. "When the world shut down due to COVID-19, we weren't sure if we should even host a conference at all [in 2020]."

Davis shared a similar sentiment, describing the pandemic as the biggest challenge they faced as co-chairs: "We had no idea where the world in general was going." Despite the uncertainty created by the pandemic, the two co-chairs resolved to find a way to make an online symposium work—though it didn't come easily. "Do we use Zoom? What platform should we use? How do we get people to hear about this and come to it? Do we charge people?" Davis listed for me the many concerns that arose in the planning process. "Little did we know that planning a conference in the middle of a pandemic would spawn so many little fires that needed to be attended to," added Powers.



Student SOWLE planning committee, 2020. From top left: Miranda Doremus-Reznor, Caleb Powers, Xinxin Liu, Grace Davis, and Maya Sykes.

While an online event brought with it an unfamiliar set of challenges, it also presented new opportunities. "We could make it an international event, and people could come from all over," said Davis. Another plus: "We didn't have to charge a fee because we got funding from the student council." Powers, for his part, appreciated the chance to learn about online events: "After some reflection, we realized this was an incredible learning opportunity for all involved."

"All involved" included the rest of the student planning committee: Miranda Doremus-Reznor, Xinxin Liu, and Maya Sykes. Professor Netta Avineri served as faculty advisor. "Since we didn't see them in person and most of our correspondence was via email and text, we tried to provide many opportunities for our committee members

to speak up and provide their own thoughts on our course of action or how our event would be organized,” said Powers of working with committee members. One issue that the committee addressed during the planning process was the name of the conference itself. Previously known as The Foreign Language Education Symposium, Davis and Powers wondered if there was a way to change the name so as to remove the word “foreign.” After conversing with Dr. Avineri, who brought the suggestion to the department’s other faculty members, a new name was settled on: the Symposium of World Languages Education (SOWLE).

SOWLE committee members were also tasked with determining a theme for the 2020 conference. Originally, they thought they would design the conference around the theme of online learning. After the murder of George Floyd in Minneapolis, and the worldwide chain of Black Lives Matter protests that followed, they changed course. “We came together as a committee and decided to use this platform as a voice for racial inequity,” said Davis. The committee settled on a new theme, “Teaching in 2020: Tackling Racial Inequity.”

Powers noted that at first, “we were hesitant as we didn't feel like experts on this subject at all.” Upon further reflection, however, “We realized that we could help connect experts on the topic of equity with our participants. More importantly, it was critical we used the platform given to us to enact the change we wanted to see in the teaching profession.”

Dr. Avineri, the faculty advisor, shared a similar sentiment. “With so much happening in the world during those months, the students were proactive in creating a meaningful collective learning space for language educators at this time. Their focus on anti-racism and online education is important and timely, and they navigated the changing circumstances very well.” She added, “It was great to facilitate the process and see how the committee (spearheaded beautifully by Grace and Cal) collaborated with one another. They offered innovative ideas, balanced with their own learning about how to build conferences that are meaningful for participants. They were committed throughout to engaging everyone at MIIS and beyond, through consultation and responsiveness to feedback.”

Both Davis and Powers hope that those who attended the conference found the experience valuable. Davis, when asked what she hopes participants took away from the event, called out the conference’s two guest speakers for their insightful contributions. “Dr. Uju Anya and Dr. Chrissy Hernandez, the keynote and the closing speakers, did a really great job of both setting the stage for this conference and then wrapping up and reflecting. I’m hoping that their words really impacted people.” She added, quoting Dr. Hernandez, “I hope that people are spreading radical love.” Powers, too, hopes that the event proved engaging and worthwhile for those who attended: “I hope the participants of SOWLE 2020 walked away with a refreshed perspective on what equity looks like in world languages education.” ♦

Student Conference Presentations

Though many language teaching conferences were moved online this year due to the ongoing COVID-19 pandemic, the virtual format did not stop three MIIS TESOL/TFL students from giving conference presentations. Below are descriptions of their presentations, provided by the students themselves and adapted for use here.



Caleb Powers, TFL French student

Midnight in Monterey: A Geolocated Game

At ACTFL's virtual 2020 conference, I gave a presentation titled "Midnight in Monterey: A Geolocated Game." Inspired by *Midnight in Paris*, this geolocated mobile phone scavenger hunt has students explore their city to discover prominent French figures and their influence on their nation's culture. During the presentation, participants learned how to use mobile app ARIS to design creative games that allow their students to practice their target language outside of the classroom. They were able to identify the pedagogical benefits of this technological tool and were encouraged to produce their own custom activities on this platform. Overall, I am so happy to have had this first-hand experience presenting at a virtual professional conference.

Grace Davis, TESOL/International Education Management Student

Time and Emotional Intelligence: Techniques and Strategies for Better Time Management

In this session, delivered at the 1st International Conference on Emotional Intelligence, Happiness and Well Being, I shared an emotional intelligence view of how to use time management skills for the things that really matter. Throughout the summer and fall of 2020 I spent a great deal of time researching the best strategies to prioritize and manage time and this conference seemed like the perfect opportunity to share those resources. I was also inspired by my professor, Dr. Kathi Bailey, who taught Leadership in Language Education during the fall of 2020. In that course, I gave a mini presentation on some of the resources I found from my research, which eventually led to this conference proposal. I enjoyed learning from colleagues and presenting at this very timely conference.



Miranda Doremus-Reznor, TESOL student

Inter'Twin'ing Storytelling, Language Learning, & Justice: Promoting Equity through Counter-Narratives

At this year's Symposium on World Languages Education (SOWLE), I gave a session intended to highlight how interactive storytelling can be used as a powerful narrative tool for teaching students about racial inequity. Highlighting Dr. LeeAnn Bell's work, I shared how storytelling can be used both for anti-racist education and language learning. Through the use of storytelling, students have a medium to process and internalize the stories of those who are daily affected by racism and those who every day fight for justice and equality. Attendees were able to engage with a choose-your-own-adventure [story example](#) created by Y. Ceffyl Gwyn titled "Stand Up/Stay Silent." Attendees discussed the story itself and noted the genre's affordances for students. I was also able to share and give a short demonstration of a specific tool for creating their own choose-your-own-adventure stories. ♦



ALUMNI

A Lesson in Publishing

When TFL/TESOL graduate Melody Pao ('20) first created a lesson plan for her Structure of English class, she never imagined that this very assignment would snowball into her first publication. “The assignment was to create a lesson plan and a linguistic analysis on infinitives and gerunds, based on textbook material,” says Pao. “I designed the lesson for ESL adult students at the Boston Chinatown Neighborhood Center, a non-profit that serves East Asian immigrant communities, as I had volunteered there in summer 2019.”

Pao says she would not have considered submitting the paper for publication if not for her professor, Dr. David Chiesa, who himself is an alum of the TESOL program at MIIS. Chiesa, now a professor of Language and Literacy Education at the University of Georgia, stepped in to teach the TESOL department’s Structure of English class in spring 2020. When the course ended, Chiesa suggested that Pao submit her paper for publication in the journal *GATESOL in Action*, for which he serves as Co-Editor (see “Kudos!” section, this issue). “I honestly wouldn’t have done it without his continual support and encouragement!” says Pao.



Before submitting her paper to the journal, Pao took time to revise her work. She decided to take advantage of the revision process to address a pertinent issue. “When I sat down to edit and revise the paper for publication this summer, I decided to rewrite it around the theme of racism,” she says. “Recent incidents of police brutality had given rise to Black Lives Matter protests across the country. Asian Americans were experiencing a surge of racist attacks due to the pandemic. Motivated by current events, I wanted to write a paper that addressed the racial tensions of our time.”

The entire publishing process, from beginning to end, proved a learning opportunity for the recent graduate. “As this was my first time,” says Pao, “the experience certainly opened up my eyes to the world of publishing. For me, the biggest challenge was to integrate the peer-reviewers’ often conflicting suggestions.” Despite these challenges, Pao feels satisfied with the outcome: “In the end, I think the editing process helped me strengthen the paper.”

When I asked Melody if there was anything else she wanted to share with readers, she emphasized that she never expected her assignment to take off in the way that it did. “When I first wrote that paper for Structure of English, little did I imagine that it would be published!” she exclaimed. Pao urged current students to take note: “You never know where a course assignment will take you.”

Those interested can find Melody’s publication [here](#). ♦

Alumna Dr. Joyce Kling Voted TESOL President-Elect

(article adapted from [the TIRF website](#))



Dr. Joyce Kling, graduate of MIIS's MA-TESOL program, has been voted President-Elect of the [TESOL International Association](#). Later this year, Kling will begin her three-year tenure in TESOL's presidential line, serving first as President-Elect, then as President, and finally as Past President. The current President of TESOL International, Deborah Short, is another alumna of the MIIS TESOL program. As such, at the end of the Annual Business Meeting on March 27, held on the final day of the 2021 TESOL (virtual) Convention, the three-member Executive Committee of the Association's Board of Directors will include two MIIS MA-TESOL graduates.

As part of Kling's campaign process for TESOL's presidential line, she was asked the following questions: What do you believe is a burning issue in TESOL today? What would you as a leader of the largest international association in the field plan to do about it?

In response to this question, [Kling replied](#), "I am motivated to serve as TESOL president to forward the association in two areas: support of professionalism and increased dissemination of research and good practice. These two areas are of particular importance as we face our current challenges during this unprecedented period." She continued, "First, TESOL must continue to support our members at all stages of their careers and provide leadership and guidance related to career and continuing professional development (CPD). The ramifications of our global community have resulted in sweeping changes, e.g., the immediate reaction to COVID-19 and the shift from classroom teaching to online instruction. The scope of such changes highlights the need for this association to support and empower language teaching professionals and advance the mission of TESOL."

Kling also noted, "Second, the full impact of the global spread of the use of English as a lingua franca for both education and work has yet to reveal itself. Globalization touches all aspects of the ELT profession. Increasingly, education around the world is being conducted through the medium of English in an attempt to increase internationalization. With this rise in power of the English language, governments, ministries of education, teachers, and students are looking for guidance. As the largest professional community of English language teachers and researchers, TESOL is situated best to serve as the authoritative agency."

The TESOL/TFL Department wishes Dr. Kling all the best in her new role as TESOL President-Elect, and is confident that her leadership will serve of great benefit to the TESOL International Association. ♦

Can't Stay Away from Monterey

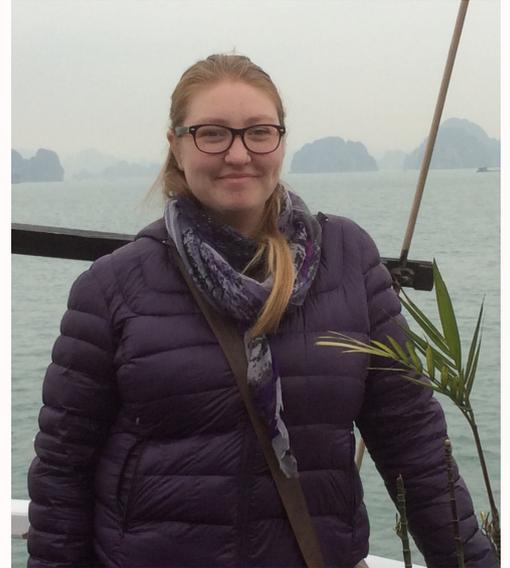
With Monterey's rich natural wonders, beautiful weather, and charming downtown, it's no wonder that more than a few MIIS alumni have either stayed in the Monterey area after graduation or found their way back later on. Emily Quade, TESOL and Language Program Administration alumna, is of the latter group.

Quade's journey back to Monterey since her graduation from MIIS has been winding. Even as a master's student, she did not always live in the university's seaside city—Quade participated in MIIS's Peace Corps Master's International program, serving in Youth Development for one year in Honduras before the U.S. government shut down nearly all Peace Corps programs in Central America. Before returning to MIIS to finish her last semester, however, Quade was recruited by the Peace Corps Response program to serve in Mexico as a teacher trainer. After completing a second year of Peace Corps service in Mexico, Quade finally returned to Monterey to finish her master's degree.

Upon graduating from MIIS with a degree in TESOL and a specialization in Language Program Administration, Quade's career took off. She moved first to Arizona, where she taught English at Arizona State University. From Arizona, she moved abroad. "I was recruited by Fulbright's Foundation for Scholarly Exchange in Taiwan," says Quade. "I lived and worked in Asia doing teacher training and professional development [for the Foundation]."

Eventually, Quade moved back to the United States. Already certified as a public educator, she decided to teach in dual language programs at public elementary schools. She found ways to apply her MIIS specialization in Language Program Administration by mentoring other teachers and working on curriculum design, but she noticed that she "missed the impact of teacher training."

Quade's passion for teacher training combined with her background in Language Program Administration eventually led her to her current position in Monterey. Quade now works as an instructional coach for the Dual Language Academy in Monterey Peninsula, also known as DLAMP. "It was the perfect fit because it allowed me to do teacher training and support in a K-8 dual language program," she says. "Dual language has been my M.O. since undergrad." Aside from the professional reasons that brought her back to Monterey, Quade adds: "Monterey is probably one of the most naturally beautiful places I have ever lived—and I have lived in quite a few places." ♦



Supporting Students with Disabilities in TESOL International

Lara Ravitch and Maiko Hata have long been passionate about supporting English learners with disabilities. These two TESOL/TFL MIIS alums, recognizing a need for more research, resources, and collaboration in order to effectively support this population of learners, decided to take charge. Within the TESOL International Association, they worked alongside a group of fellow TESOL members to create a new TESOL Interest Section (IS) focused on supporting students with disabilities.

"It was a long and complex process that took years," says Hata. To form a new IS, the group needed signatures to demonstrate interest and a proposal with support from literature in the field demonstrating the need for special focus in this area. Hata collected over 200 electronic and physical signatures in support of the IS, and worked with Ravitch to create a proposal. After more than four years of effort, the hard work paid off: the Supporting

Students with Disabilities Interest Section (SSDIS) became an official IS of TESOL International at the 2019 convention in Atlanta.

The Supporting Students with Disabilities Interest Section aims to promote a better understanding of the unique challenges of English learners with learning differences and find ways to enhance their learning environment (description adapted from [the IS page](#)). Hata says that the TESOL members who created the group wanted “to establish both a community of practice and a body of resources to which TESOL practitioners can turn for support and information” regarding students with disabilities.

To this end, the SSDIS has published and presented on such topics as “Universal Design for Learning in an Online Context,” “Systematizing Support for Students with Disabilities in Postsecondary EFL,” and “Cross-Linguistic Perspective on Dyslexia.” The section has also collaborated with other ISs and Professional Learning Networks (PLNs) on supporting marginalized identities in the language classroom. Today, SSDIS has grown to include more than 200 members committed to supporting learners with disabilities.



SSDIS leadership group at the 2019 TESOL Convention. From Left: Davey Young (current chair), Elise Geither (event coordinator), Carey Torres (newsletter editor), In the back - Rosadene David (incoming chair), In the front - Lara Ravitch (assistant chair), Maiko Hata (outgoing chair)

When Hata and Ravitch began the process of creating the Supporting Students with Disabilities Interest Group, Hata had been teaching at the University of Oregon’s American English Institute. As she followed her passions for researching and working with English learners with disabilities through the process of creating SSDIS, she decided to go back to school to earn her Masters in Special Education. She now works with children with disabilities and their families at the University of Oregon’s [Early Childhood Cares program](#).

Ravitch experienced a similar professional journey after working on the development of SSDIS. Shortly after she began working with Hata on the Interest Section, Ravitch decided to pursue her Masters in Special Education. While working on her degree, Ravitch continued in her role at the University of Oregon’s American English Institute. In fall 2019 she was also invited to work as an English Language Specialist for the U.S. Embassy in Bolivia, where she delivered professional development workshops for local universities and Binational Centers on teaching English to students with disabilities. She is currently in her last semester of her Masters in Special Education program.

These two MIIS alumni continue to be actively involved with SSDIS: Hata was voted Chair of SSDIS for the section’s first year, from 2019-2020, and Ravitch became Assistant Chair. Ravitch continues to serve as Assistant Chair, and Hata will complete her current term as Outgoing Chair this year. ♦

FACULTY

First Ever TESOL/TFL Virtual Orientation

Written by Dr. Kathi Bailey

The pandemic has created the need for many changes in our academic advising and our courses, but one happy change was the all-online orientation session created by our Program Chair, Jason Martel.

With support from the TESOL/TFL faculty, Dean Laura Burian, and our wonderful Angie Quesenberry, the Assistant to the Dean, Jason welcomed the new students via Zoom. Each faculty member contributed to the WELCOME sign with symbols and stories that are special to them.



For example, Deniz's "O" is a favorite Turkish breakfast treat. Kathi's "W" is from the Harry Potter film, *The Order of the Phoenix*, when the Weasley brothers set off fireworks during an important exam. Angie and Laura added their exclamation points made up of roses (from Angie's garden) and a violin (Laura's).

"This year's orientation had to be especially dynamic," said Jason, "given its fully online format. We wanted to provide a balance between providing necessary information and stimulating community building activities. We also wanted the students to have the opportunity to get to know us as people. As such, we included activities such as casual drop-in sessions with professors and a trivia event, led by Professor Thor Sawin.

This year's entering class consisted of 28 students, including people from Egypt, China, Japan, Korea, and across the United States. ♦

Teaching Language Online: Same Class, New Relevance

Despite the name and content of the course, Teaching Language Online was not always taught online. "Previously I had taught the course as a two-weekend workshop in person," said Professor Netta Avineri, who co-taught the course in fall 2020 with Professor Thor Sawin. In previous iterations of the course, students had an opportunity to put their learnings into practice by engaging in an online lesson during the second and final weekend of the workshop. Still, the course was primarily taught in person—until fall 2020.

Given the fully virtual format of MIIS's fall 2020 semester, and the sudden need for teachers all over the world to start delivering lessons online, Avineri and Sawin recognized an increased urgency for the Teaching Language

Online course. After discussing their ideas with TESOL/TFL Program Chair Jason Martel, it was determined that Avineri and Sawin would not only co-teach the class in the fall, but also that they would expand it from its original, two-weekend workshop format into a full semester-long course. “Netta and I have co-taught in each others’ courses many times over the years, and students always seem to enjoy hearing multiple professors’ perspectives,” said Sawin of the decision to teach together. Avineri taught the first half, with a focus on the online education landscape and the development of student philosophies for teaching online. In the second half of the course, Sawin focused on activity design, lesson planning, and lesson delivery.

“It was a natural fit to divide the course into two halves,” said Sawin. “First came Netta’s extensive knowledge of theories of online language learning, culminating in students writing a teaching philosophy of online language teaching. Students then applied this philosophy in design projects, as I helped them troubleshoot the issues that arose in online language teaching design and delivery.” Sawin strove to prepare students for the wide-ranging online teaching contexts that have arisen due to COVID-19 by assigning them three design challenges: “a totally asynchronous individual lesson where learners discovered patterns in the language, a hybrid synchronous/asynchronous small group activity, and a totally synchronous whole class lesson, which each of the MIIS students got to actually deliver and get feedback on.”

Some students who took the course wanted to prepare for the possibility of one day teaching online, while others were drawn to the course due to their immediate teaching needs. TESOL student Rebecca Jot currently teaches high school French, and had always taught her students face-to-face. “By March 18, 2020, I was teaching them entirely online,” she said. Jot had a new need for online teaching skills, but soon felt overwhelmed by an information overload. “Throughout the spring [2020] semester, wave after wave of online tools were washing up in my email inbox. It was an overwhelming amount of new material.” The Teaching Language Online class offered her an opportunity to acquire online teaching skills in a streamlined and structured way.



Professor Thor Sawin

Similarly, TFL French student Lauren Wilmore enrolled in the course because of her immediate teaching needs. “I decided to take the class because I’m currently teaching Mandarin and modern dance online, so I wanted as many tools in my toolkit as possible.” Wilmore added, “It also felt like the perfect time to take a class about teaching online since the pandemic forced us to use the medium that we were learning about.”

Though the course used to have an in-person component, adapting it for a fully virtual learning experience brought its own advantages. “The one thing that we were able to do this time was to actively demonstrate the techniques we were teaching about, to reflect on the issues that came up with online teaching in the very moment they came up,” said Sawin. “I found the group excited to try out new tools and techniques, and thankful for a safe space in which to do so. They were able to take the practices that worked well from their own online learning experiences, which helped them reflect on all of their [online] MIIS courses.” Avineri, too, appreciated the affordances of the course’s new format, including its expansion from a short workshop to a semester-long class: “It was meaningful for me at this time to have a space where I could learn and experiment with students in relation to online language pedagogy.”

The students I spoke with felt they had gained a lot from the class. TESOL student Hannah Malone shared, “One of my main takeaways from this class was that pedagogy takes precedence over technology, meaning that effective teaching methods are more important than advanced technological tools. Another takeaway is that as educators we need to be purposeful when deciding which tools to use in our classrooms—tools should enhance a lesson rather than distract from it.” Jot told me she began emailing and sending one-on-one chat messages to students in her French class more often as a result of the Teaching Language Online course. Wilmore, for her part, noted “My biggest takeaway from the class was the idea that the objectives must always come before the tools. It's easy enough to see a cool tool and want to try it out in the classroom, but it's much better practice to think critically about what you are trying to accomplish with your students, and let those goals guide your selection of tools.” Wilmore added that she hopes the course continues to be taught online even after the pandemic. “It just feels right to be using the medium as you learn about the affordances of the medium.” ♦



Avineri Uses Sabbatical to Focus on Language & Social Justice

Professor Netta Avineri will be working on projects related to language and social justice during her sabbatical, this spring 2021. In addition to working with colleagues on ongoing community-based projects, such as the [Community Solutions Lab](#), Avineri will be preparing four publications: a textbook, an edited volume, a book series, and a special issue of the *Applied Linguistics* journal. Below, Netta has shared a sneak peek of each of these timely publications.

Special Issue of *Applied Linguistics* (Editors Netta Avineri & Danny C. Martinez, UC Davis),
“What Can Applied Linguistics Do for Social Justice?: Collaboration and Critical Engagement for Liberation”

The issue will include an editorial introduction about the applied linguistics for social justice (ALSJ) theme, six articles that highlight particular ALSJ case studies, two reflection pieces that provide diverse perspectives on ALSJ, and three commentaries by influential scholars. The special issue 1) foregrounds the roles of collaboration and critical engagement in applied linguistics for social justice, 2) explores the roles of decolonization, language, and race across geographical and institutional contexts, and 3) integrates perspectives from scholars at various phases of their careers and citations from many epistemological positionalities, providing a range of meaningful approaches for engaging in ALSJ.

Introduction to Language and Social Justice: Concepts and Applications (under contract with Routledge Publishers) – co-authors Netta Avineri & Patricia Baquedano-López (UC Berkeley)

This innovative, interdisciplinary course textbook is designed to provide the who, what, where, when, why, and how of the intersections of language, inequality, and social justice in North America. This text connects theory and practice by sketching out relevant historical background, introducing theoretical and conceptual underpinnings, illustrating with case studies, discussing a wide range of key issues, and explaining research methodologies. Avineri and co-author Patricia Baquedano-López will show readers how to apply these principles and lessons in communities in the real world, to become advocates and change agents in the realm of language and social justice.

Critical Approaches in Applied Linguistics (published by De Gruyter Mouton): Series Editor Netta Avineri

This book series focuses 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 has a social change and social justice orientation to allow editors, authors, and readers to engage in critical dialogue about relevant topics like language and education; language, race, and racism; heritage language socialization; heritage and indigenous language education from an applied linguistics perspective.

Reconceptualizing Language Affiliation, Use, and Proficiency Across Communities (Editors Netta Avineri and Jesse Harasta, Cazenovia College)

This volume will present a range of ten case studies that explore the multitude of relationships among individuals, communities, and languages within endangered, heritage, lesser-used, local, and minority language contexts. Netta and co-editor Jesse Harasta envision that the individual chapters and the volume as a whole can help push the fields of applied linguistics and linguistic anthropology to consider how conceptualizations of language and community are constantly negotiated and remade by diverse individuals and groups. ♦

Other Professor Publications

Kathi Bailey: *Teaching Listening and Speaking in Second and Foreign Language Contexts* (Bloomsbury, 2020). “I wrote this book especially for our course on the teaching of listening and speaking in second language contexts. I got to use it in published form with my students for the first time in the fall 2020 semester.”

Kathi Bailey and Donna Christian (co-editors): *Research on Teaching and Learning English in Under-Resourced Contexts* (Routledge, 2020). “I am very excited about this book because it features research done by TIRF Doctoral Dissertation Grantees in Cambodia, Columbia, Honduras, Indonesia, Malaysia, Pakistan, Rwanda, Thailand, Turkey, Uganda, and Vietnam. Also, TESOL/TFL students Kalina Swanson and Caleb Powers were funded to work as the editorial assistants and project managers on a professional development grant I received from MIIS, so I’m very grateful for that support.”

Heekyeong Lee and E.S. Park: “I want to keep my North Korean accent.”: Identity and Agency in a North Korean defector’s transnational experience of learning English. (TESOL Quarterly, 2021).

Jason Martel and **Deniz Ortactepe:** Co-editors of the *Special Issue of TESOL Journal* and authors of its introduction, *Introducing the Special Issue* (2020). “We wanted to put together a special issue that would be broader in scope and reflect the wide array of social, economic, and cultural issues and the related power relations,” said Ortactepe. “But more importantly, we wanted to provide a platform for the stories of teachers fighting injustices, the voices of marginalized students, and glimpses of social justice education from language classrooms.” Martel added: “Thanks to the project, Professor Ortactepe and I were able to expand our connections with scholars in the field, enrich the courses we teach with new knowledge, and above all hopefully make a difference in the lives of the many who continue to remain marginalized in our societies.”

Netta Avineri, Gabriel Guillen (of MIIS’s Language Studies Department), and **Thor Sawin:** *Zooming out of the crisis: Language and human collaboration* (Foreign Language Annals, 2020). ♦

Deniz Ortactepe Advances Migrant Education Project with MIIS Students

Professor Deniz Ortactepe has long been invested in promoting social justice through language education. She worked on an international project for the better part of the past two years aimed at promoting Turkish pre-service teachers' awareness of social justice issues (more information [here](#)). She also teaches an elective course at MIIS called "Language Teaching for Social Justice" (course website with more information [here](#)). In addition to the projects in Turkey and her course at MIIS, Ortactepe has been actively promoting social justice in the local Monterey County community by supporting migrant education efforts.

Ortactepe's involvement in migrant education began in 2018, when she received a grant to develop a research project in collaboration with Monterey County's Migrant Education Program, based in Salinas. She and TESOL student Kate DePietro (now an alum) interviewed students, teachers, and administrators in the migrant program to better understand their needs, with the intention of eventually providing tailored professional development workshops for the program's educators. Another TESOL student, Xinxin Liu (now an alum), joined the project in October 2019.

The team prepared four workshops for migrant educators at the Monterey County Office of Education, on the topics of action research, differentiation, culturally sustaining pedagogy and Mobile-Assisted Language Learning (MALL). They delivered the workshops in the spring of 2020, drawing an audience of about 30 teachers and administrators. Ortactepe, DePietro, and Liu intentionally began the professional development series with the topic of action research, a process in which educators make inquiries about and reflect upon their own practices.



From left: Xinxin Liu, Deniz Ortactepe, and Kate DePietro

Of the decision, Ortactepe noted: "We didn't want to do a completely top-down training. We wanted them [the teachers] to be able to think about the effects of their actions." After the workshops, the team developed a survey to gather feedback from the teachers, and began planning their next steps.

The team received another grant in 2020 to continue their work with the Migrant Education Program. Ortactepe, DePietro, and Liu will be offering the program's educators another series of workshops in spring 2021, this time focused on Culturally Affirming Literacy. After an introduction to Culturally Affirming Literacy, the team plans to dive deeper into how teachers can use this approach with their students. "We will talk about possible projects they could engage students in such as photovoice or storybooks or online portfolios, culturally responsive and sustaining pedagogy, multiliteracies and multimodality, and digital equity in relation to culturally sustaining pedagogy, and formative assessment," says Ortactepe.

The project has evolved since 2018, as have its team members. DePietro now acts as one of the project's lead researchers, in conjunction with Dr. Ortactepe. DePietro, Ortactepe, and Liu have written scholarly articles on the project, presented on it at conferences, and, of course, continue to facilitate workshops for the Migrant Education Program. "What really matters in the end is whether or not you are providing the organization that you are working with something useful to them that will ultimately help the students there," says DePietro. Of her experience working on the project, Liu says: "I think the most valuable thing is that through this chance, I got to know the life of migrant workers and migrant students. Through the project and research, I think I am more engaged in the current discourse of addressing social injustice and how educational research can help to create change."

For Ortactepe, one of the most exciting aspects of the project is her ongoing collaboration with DePietro and Liu. "I get to work with my students and we take on equal responsibility and equal roles. I try to give them as much agency as possible, and I see this as an opportunity for them to develop, not just as educational scholars, but as teacher trainers as well." She added, "The migrant work is very special and very meaningful for us because of the unique situations, lived experiences, and positions of these migrant educators. I think to be able to contribute to their work with migrant students even a little bit is very meaningful." ♦

Kathi Bailey Offers a New Class in Leadership



When Dr. Kathi Bailey retired as Program Chair of the TESOL/TFL department, she expected to take it easy—or at least easier—as a professor in the department. "The terms of my retirement included that I wouldn't have to develop any new courses or teach any existing courses for which I was not prepared," she told me. As anyone acquainted with Bailey may already know, however, "taking it easy" is not something she always wants to do. When the Dean, Laura Burian, told Bailey that she needed one more unit to fill out her course load in the fall 2020 semester, she couldn't resist the opportunity. "I decided to teach a class on leadership because I'd wanted to do that for a while but couldn't work it in," said Bailey. "So even though I'm supposed to be working 60% now, I took on designing and teaching a new course."

Dr. Bailey's interest in teaching a course on leadership stemmed from the demand for effective leaders that she has seen in the field of language education. She shared, "I think the field in general needs confident and competent leaders because language education doesn't always get the attention and support that other fields see." In regards to MIIS students in particular, Bailey added: "So many of them have leadership abilities that, historically, they've gotten promoted into leadership positions—especially those that do the specialization in Language Program Administration. I think a course on leadership will not only help our students develop these skills, but will also give them confidence to apply for leadership positions. It will also show potential employers that our graduates have had specialized training as leaders."

Students flocked to the course, with various motivations. TESOL students Kira Arias-La Rheir and Miranda Doremus-Reznor both hoped to gain leadership experience. Said Arias-La Rheir, "I am trying to challenge myself

"in new ways while at MIIS, and since I don't feel that I have much experience with leadership in this field, I thought that taking this class would be a good start." Doremus-Reznor added, "I knew from the second I read the title of the course that I wanted to take it." Fellow TESOL student Oliver Block decided to take the course as an elective for his specialization in Language Program Administration. "The opportunity to take a course taught by an icon in the language education field, Professor Kathi Bailey, could not be passed up," said Block. "You don't refuse a basketball lesson from Michael Jordan and, in a way, this was the equivalent."

The takeaways that students reported from the course numbered many. "My biggest takeaway from the class is that any of us has the ability to be a leader in the field of language education. It's a little cliché but it's true!" said Arias-La Rheir. Doremus-Reznor found that topics from the course were immediately relevant for her both in her work environment and in her position on the SOWLE 2020 conference committee: "It was really incredible being able to actually try out some of the things that we were talking about in real life and and grow my own leadership skills," (for more on SOWLE, see p. 4). Block, for his part, appreciated the opportunity to learn about leadership through the lens of language education. "I've had previous careers both in the U.S. military and in corporate America, which gave me a breadth of experience with leadership in those fields. However, since I had only had a few experiences in language education as an EFL [English Foreign Language] teacher, this course gave me the opportunity to study leadership that may be unique to this field."

After the course's success in fall 2020, Professor Bailey is already planning for its next iteration. "Given how well students responded this term and what I learned from teaching the course, I'm going to change it to a two-unit elective next year," she said. "Usually leadership courses are offered at the doctoral level but I see no reason why qualified people like our students shouldn't jump in early." Bailey is planning to incorporate more literature next year from authors who teach languages other than English. She also hopes to bring in more guest speakers.



Above, Professor Kathi Bailey and students on the last day of the fall 2020 Leadership in Language Education course.

Students, too, hope the course finds a foothold in the department's list of regular electives. "Kathi Bailey brings her deep reservoir of knowledge and experience to bear in a master class," says Oliver Block. "I highly recommend this course to any student interested in understanding the challenges and rewards of a career in language education." ♦

KUDOS!

The Kiwanis Club of Monterey recognized TFL alumnus **Hong Seok Kim** as one of their Civilian Teachers of the Year (2020) for his work at the Defense Language Institute.

TESOL alum **Dr. Dave Chiesa** is the new co-editor of the *GATESOL in Action Journal*.



Alumni **Ramon Mislang** and **Adam Garnica** (left) recently co-authored an article, “Using Conversation Cards to Enhance Turn-Taking Fluency,” that was selected for publication in the 2019 *PanSIG Journal*. Mislang and Garnica also presented at the Japan Association for Language Teaching (JALT) 2020 conference together on how language was being used in a Japanese university’s English conversation lounge area. They have written a follow-up article on the presentation that they hope to publish this year.

For the second year in a row, MIIS’s TESOL program has been recognized as a top English Language Fellow (ELF) producing institution by the U.S. Department of State. **Professor Renée Jourdenais** attended a virtual reception in July 2020 to accept the award on behalf of the program.

TESOL '20 alum **Xinxin Liu** recently published a review in the AAALGrads Newsletter of Language and Social Justice in Practice, a book that was co-edited by Professor Netta Avineri and published in 2019 by Routledge.

Alumnus **Ben Cogswell**, a kindergarten teacher at Bardin Elementary in Salinas, received KSBW’s Crystal Apple Award in April 2020 for being an outstanding teacher in Monterey County. In presenting the award, KSBW news anchor Dan Green called Ben a “master of technology,” and noted that he is using “remarkable creativity” to teach his students online during the COVID-19 pandemic. To catch a glimpse of Ben’s virtual classroom and hear the full story, watch the KSBW news clip here.

TESOL alum **Dr. Sawitri Pechapan-Hammond** published a chapter titled “English in Thailand” in *The Handbook of Asian Englishes*.

Professor Thor Sawin (right) received the 2020 Middlebury Institute Faculty Excellence Award, awarded to one professor from the Institute each year. As this year’s award recipient, Sawin received a cash prize and was invited to give the December 2020 Commencement address.



Professor Kathi Bailey was recognized as the 2021 recipient of the Distinguished Scholarship and Service Award (DSSA) from the American Association for Applied Linguistics (AAAL). According to AAAL’s website, the DSSA recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular.



An article co-authored by TESOL graduate **Therese Marie Tishakov** was published in the Language Assessment Quarterly. The [article](#) is about assessing Norwegian and English language proficiency in multilingual elementary school classrooms in Norway. Therese is currently a PhD Fellow and Assistant Professor of English and Educational Linguistics in the Department of Primary and Secondary Teacher Education at OsloMet – Oslo Metropolitan University. Her PhD research explores the beliefs and practices of schoolteachers of English in Norway about multilingualism, including English as a lingua franca, and is linked to a larger development project in Europe, the [ENRICH Erasmus+ project](#).

Alums **Brandy Barter-Storm** and **Tamara Wik** co-authored an article titled “Using social justice graphic novels in the ELL classroom,” which was [published](#) in a special issue of the TESOL Journal. The [special issue](#), “Exploring the Transformative Potential of English Language Teaching for Social Justice,” was co-edited by Drs. Deniz Ortactepe and Jason Martel, both professors in the TESOL/TFL program at MIIS (see “Professor Publications” above for more details on the special issue).



Bob Cole, TESOL alum and current Director of Exploratory Initiatives and Partnerships at the Middlebury Institute, was selected as one of the 10 recipients of Middlebury’s 2020 Virtue Family Exceptional Service Awards. The award seeks to recognize faculty and staff for their contributions to the Middlebury community, and individuals are nominated from across all spheres of Middlebury: the College, the Institute, the Language Schools, Schools Abroad, Bread Loaf School of English, and the Bread Loaf Writers’ Conferences. For more information on the award and Cole’s outstanding work, see [here](#).

TESOL and TFL alumni **Claire Eagle**, **Neil Hetrick**, **Lawrence Lawson**, and **Sky Lantz-Wagner** returned virtually to MIIS as panelists for the TESOL/TFL Department’s Alumni Panel, held in fall 2020. The event, planned by Professor Kathi Bailey and graduating TFL student Caleb Powers (pictured right with panelists), provided an opportunity for the panel of alumni to answer questions and give advice to current TESOL/TFL students in the department.



Professor Netta Avineri co-taught an interdisciplinary class in the Fall 2020 semester called “COVID-19: Cross-Disciplinary Perspectives on the Pandemic.” The teaching team, which in addition to Avineri included faculty members Mahabat Baimyrzaeva, Fernando DePaolis, and Philip Murphy of the Graduate School of International Policy and Management, led students through various approaches to many of the complex issues that have been caused or shaped by COVID-19 (see full article on the course [here](#)). Netta and Mahabat also collaborated together on a presentation for MIIS’s Spring 2021 [WorldView Speaker Series](#), where they were selected as featured speakers. They discussed COVID-19 as a prism to critically view the past and the future, with an eye to leadership, higher education and pedagogy, media, and public discourse.

TESOL alumnus **Brandon Lambert** is a contributing author to the new book, *Teaching English Online to Young Learners: 100 FAQs*.

Professor Netta Avineri completed a study this past summer (2020) that investigated how Hebrew is taught and perceived at American part-time Jewish schools (see right). More information on the study and its findings are available [here](#).



Alumna **Kelley Calvert** worked as an English Language Specialist in Brazil on a project designed and overseen by another alum, the Regional English Language Office (RELO) Director **Jennifer Uhler**. The project was created to support Brazilian teachers, alumni of US government programs, in developing digital stories about their experiences. This 2-week digital storytelling workshop represented phase one of a three-phase project that later included leadership training and instruction in forming massive open online course (MOOC) camps. In phase three of the project, the alumni teachers facilitated MOOC camps with teachers in their own communities with Kelley's mentoring and instruction. At the end of the project, over 150 teachers participated in a virtual celebration ceremony with remarks from the U.S. Ambassador to Brazil Todd Chapman, Public Affairs Counselor Jake Jacanin, and RELO Jennifer Uhler.



The U.S. Department of State announced the selection of **Amanda (Jenks) Fox**, TESOL '06 alumna, for a one-week English Language Specialist project through the University of São Paulo. She will focus on STEAM & English language integration in Brazilian high schools. Fox has worked for more than a decade in bilingual schools in the Bay Area, and is currently at Presidio Knolls School in San Francisco, CA.

TESOL/TFL **Professor Heekyeong Lee** developed a new course for the spring 2021 semester, "Teaching of Reading & Writing." It combines what were previously two separate elective courses, "Teaching of Reading" and "Teaching of Writing." The new course is designed to equip second language (L2) educators with practical knowledge and skills needed for effective L2 reading and writing instructions in various educational contexts including preK-12, community college & university, and immigrant & refugee education.



TESOL alumni **Kelly Donovan** and **Terra Nicoll** will be presenting two live Zoom workshops during the 2021 TESOL International Conference: "Coping with Change: Teaching Philosophy Statements Reimagined for Reflection," and "Maintaining Motivation in Mystifying Moments." Kelly will also be featured in a pre-recorded panel discussion for the conference, titled "The Forum Experience." Outside of the TESOL conference, Kelly recently had a lesson plan published in the *English Teaching Forum Journal*. Her lesson plan, on using identity to introduce intercultural communicative competence skills in the EFL classroom, can be found [here](#). ♦