

MARCH 2022

DISCOURSE & REPARTÉE

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



Current TESOL/TFL students organized the 2022 Symposium of World Language Education (page 14).

INTRODUCTION TO THE ISSUE

Letter from the Dean

Dear TESOL and TFL faculty, students, and alumni,

For two years now, I have opened this letter with “This is a trying time for all of us.” Here we are again; not only do we have still ahead of us the difficulties and challenges that we thought would be behind us, but we find that the world is embroiled in yet another set of challenges that try our patience, strain our collective mental health, and challenge our sense of social justice.

Yet, once again, one can see in this newsletter clear evidence that the TESOL/ TFL students, alumni, and faculty are a resilient, caring, and action-oriented community. Current students are doing exciting research and organized a highly successful symposium. Alumni, who are applying their well-rounded MIIS education in teaching, assessment, test design, curricular design, educational leadership, and much more, are giving back by helping students and recent grads with research, mentoring, finding internships and jobs, and inspiring action. Our faculty are very active scholars, publishing multiple books this past year while still maintaining top-notch teaching as the #1 priority.

The world of higher ed is forever changed by the pandemic, and, as you’ll see inside, MIIS is adapting. New ways for students to more flexibly join MIIS TESOL / TFL degree programs include an accelerated degree program that had its first graduates in August 2021, and our new fully asynchronous online degree, launching in summer 2022. Beyond the degree programs, students have the opportunity to develop expertise in 6 different complementary specializations. We are happy to be agile enough to meet the evolving needs of those who aspire to bring the gift of teaching to the world, and hope you’ll spread the word among your networks about the new and different ways aspiring teachers and educational leaders can join our program.

Wishing you all the best of health and peace in these turbulent times,

Laura Burian
Dean, Graduate School of Translation, Interpretation, and
Language Education
(pictured right)



IN THIS ISSUE:

Current Students - 3

Alumni - 6

Faculty - 10

Community Notes - 13

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

CURRENT STUDENTS

New Accelerated Degree Program Takes Off

For students interested in condensing their degree programs, a new accelerated pathway has recently been approved for TESOL and TFL students. The new program allows students to complete their TESOL or TFL degree in just one calendar year, with the required three semesters spread across fall, spring, and summer.



Hannah Malone

In August 2021, the new accelerated program graduated its first two students. Hannah Malone (MATESOL) and Rebecca Jot (MATFL–French) both started at MIIS in fall 2020 and opted to condense their coursework into the newly available one-year degree path. Says Hannah: “I decided to do the one-year accelerated degree program because I was eager to get back into the teaching field. The accelerated program allowed me to complete my studies one semester early so that I could start teaching in the fall.”

Rebecca appreciated the flexibility that the accelerated program offered, particularly as an in-service teacher. “The MIIS TESOL MA program was

something that I had wanted to do for a while, but commuting to Monterey was not possible for me.” Between a long commute from her home in North Santa Cruz and her ongoing work as a high school French teacher, a condensed degree program appealed to her. In summer 2021, after two semesters spent splitting her time between teaching and taking classes, she was able to dedicate the summer to finishing her degree.

Both Hannah and Rebecca noted that the summer capstone courses were “intensive” yet supportive environments for their learning. “Since the summer semester is a bit shorter than the fall and spring semesters, it was a full-time workload,” said Hannah. “However, I felt supported throughout the whole process since the classes were so small. I was also very happy with my practicum teaching placement in the Graduate Communication Skills Development course here at MIIS.” Rebecca added: “Netta [Avineri] and Renée [Jourdenais] were amazingly supportive while still being demanding!”

The accelerated degree path continues to attract TESOL and TFL students who hope to jump into teaching—or back into teaching—as quickly as possible. Austin Cashwell, a current MATESOL student who aspires to pursue the accelerated track, explained that the flexibility of the MIIS degree was one of its biggest draws. After reading about the one-year option on MIIS’s website, he said “it validated my decision to apply.”

Now in his second semester of the MATESOL program, Austin expressed satisfaction with his decision. “I’ve really enjoyed the flexibility of the program overall and how it caters to the needs of each individual student,” he says. “For some of us, it makes sense to do the year program, while for others, it makes more sense to stretch it out to two years and add a specialization. We’re allowed to design our own plans, and that’s what really makes MIIS stand out amongst the other programs.” ♦

Broadening Access to a MIIS Education: Our New Online MATESOL Degree

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

The Middlebury Institute's TESOL/TFL department has launched its first fully online degree program: the online Master of Arts in TESOL, a part-time, asynchronous online version of the Institute's in-person MATESOL program, designed for maximum flexibility. This is the second fully online degree program available at the Institute, after the online MA in Translation and Localization Management. Applications for the online MATESOL program are now open, and the first students will start pursuing their degrees in the summer of 2022.

"The new online program is a natural extension of the on-site program that provides the same quality education in a more flexible, accessible format," says Program Chair Jason Martel. The program is fully asynchronous, giving students interested in pursuing an MATESOL "access to the program from wherever they currently live." Created in response to numerous inquiries about a nonresident option, the online MATESOL program prepares students not only to teach, but to train other language teachers, as well as to conduct research, develop curricula, manage language programs, and lead in various fields of language education.



"The year-round schedule with a summer launch is especially suitable for in-service teachers so that they can get a head start in the summer break between school years," says Laura Burian, dean of the Graduate School of Translation, Interpretation, and Language Education (GSTILE). "We're very happy about the accessibility this affords to people who are unable to join us here in Monterey but want to become a part of our academic community."

An entire academic year of teaching remotely in 2020–21 fast-tracked the development of a fully online option for the program. "I'm excited about the digital pedagogies we have explored in order to design high-quality online courses," says Martel. "We are capitalizing on a host of tools such as Hypothesis and GoReact to make learning experiences in the program both collaborative and engaging."

Students enrolled in the 40-credit online program will have access to all the same personalized career and advising resources as students in the on-site programs, including access to workshops and training sessions. The program lasts two calendar years, including summer course work.

For more information about this new degree option, click [here](#). The department would greatly appreciate help from alumni in spreading the word about this new program to anyone who might be interested! ♦

Building a Multifaceted Skill Set: Specializations at MIIS

"I was very confused about specializations at first," noted MATESOL '22 student Kira Arias-La Rheir to an audience of first-year TESOL/TFL students. Members of the newest cohort sat together in a sunny Monterey classroom as Kira's face appeared on a large projector screen. Other new students, like Kira herself, tuned in remotely. "I just kind of waited it out until the end of my first semester," Kira added.

The students were gathered for a panel discussion on specializations, one of many ways that MIIS students can customize their degree paths. The event, held in the fall of 2021, was organized by Professors Kathi Bailey and Netta Avineri to guide first-semester students through the process of deciding on a specialization. Alongside Kira, panelists included Katie Aker (IEM/MPA '20), Caleb Powers (TFL-French '21), and Priscilla Downing (TESOL '22). Each panelist had either completed or was in the process of completing a specialization. "I talked to professors, I talked to second-year students," said Kira of her own decision-making process. "The more I thought about it, the more I realized that IEM was for me."

IEM serves as shorthand for International Education Management, one of more than five specializations available to TESOL/TFL students at MIIS. Other specializations include Language Program Administration (LPA), Intercultural Competence (ICC), Language Studies for Professional Purposes (LSPP), Teaching a Foreign Language (TFL) for MATESOL students, and Teaching English to Speakers of Other Languages (TESOL) for MATFL students. MATFL students also have the option of adding a TFL specialization focused on the teaching of another non-English language (current TFL-French student Lauren Wilmore, for example, is pursuing a specialization in TFL-Chinese).



Kira Arias-La Rheir

While completely optional, specializations offer students the opportunity to develop expertise in an area adjacent, but complementary, to the focus of their MA. Specializations typically add one additional semester to the degree program, and they remain popular among MIIS students for their cross-disciplinary appeal. Students often pursue specializations to develop new skill-sets, document their emergent skills, and broaden their access to desirable job opportunities.

"I could see myself maybe ending up teaching at a community college or an intensive English program," said Kira. She also noted that she loves serving students one-on-one. "I like that with IEM, some of the career paths you can take are more along the student advising and student services side of things," she added. In the community college or intensive English program contexts, she imagines using her IEM specialization to better "help international students get what they need" in those spaces.

Audience members scribbled notes while Kira reflected on her chosen specialization. "I think it will make me a better teacher in the future, better able to serve students." She also thinks it will offer expanded career possibilities: "I want to have options. Now I will have the option of teaching, and also student advising."

For those interested, the complete panel discussion is available for viewing [here](#). ♦

ALUMNI

Alumni Profile: Stephen Spanos

For MATESOL alum Stephen Spanos, an unexpected career emerged from his MIIS degree. “I have always been interested in economics, business, and trade, as well as their link with human capital” he says, but he initially envisioned a career in education. “Working in refugee job placement programs in the US and Ecuador led me to international education, and the MIIS MATESOL program.”

Upon graduating from MIIS, however, he began to pivot from international education to international development more broadly. “After volunteering for the Peace Corps in Indonesia and Peace Corps Response in China, I became even more convinced of education’s role in international development.” Now, he finds himself at Georgetown University. “I am pursuing an MA in Global Human Development from Georgetown’s School of Foreign Service. My concentration is in Education & Human Capital, and I am earning an honors certificate in International Business Diplomacy.”



Stephen Spanos

Stephen’s work at Georgetown reflects his widening range of expertise. “While earning my MA at Georgetown, I worked with USAID and the Education Alliance on education programs emphasizing workforce preparation. I also took a few courses to boost my quantitative skills in economics and trade,” he says. “These experiences led to a summer internship with the US International Trade Commission where I analyzed global trade and supply chain issues.” When he graduates, he hopes to continue to work in international education, but with an interdisciplinary focus. “After graduation, I would love to find a job that combines education and trade. Most likely, I see myself working in international education with a focus on business development and private sector engagement.”

Stephen credits his MIIS degree with preparing him for this career path. “I am not working on ESOL projects now, but MIIS prepared me for work outside of my expected career by building skills such as clear writing, needs assessment design, and workshop facilitation. As concentrated as the MA TESOL degree seems, tools I learned in the program have been applicable to a lot of settings!” ♦

An Adaptable Degree: Alumni in Language Assessment

While the MATESOL and MATFL programs both grant teaching degrees, teaching is just one of the many domains in which alumni find fulfilling careers. Due to the interdisciplinary nature of MIIS’s TESOL/TFL programs, alumni often branch out into adjacent career paths upon graduation. Here, MATESOL ‘22 student Kristen Tuttle interviews Amber Vanderwoude, Rachel Cleary, and Charis Walikonis—three alumni working in language assessment. The alums discuss their careers after MIIS, their current roles in language assessment, and reflections on their ever-adaptable MIIS degrees. Interview responses have been edited for length and clarity.

Kristen: Could you tell me more about your current position in language assessment?

Amber: I'm an Assessment Specialist at Second Language Testing Inc. Because SLTI is a relatively small company, that position encompasses a wide variety of tasks. I primarily work on item development for English proficiency tests: researching topics for reading and listening passages and speaking and writing prompts, writing and reviewing passages and items, training and overseeing items writers and reviewers, and revising items after piloting and field testing. It's a lot of fun and really educational in unexpected ways sometimes. I read a lot of National Geographic and Atlas Obscura articles for topic ideas! When we get requests for new tests, I get to help develop specifications, rubrics, and training materials. I also verify ratings for some of our tests, create posts for social media, and try to make time for research so we can share our work with our colleagues in language assessment.

Rachel: I am the Director of Testing for the Second Language Testing, Inc. In my role I oversee the development of new testing products, as well as the administration of our existing products. I manage test developers, project managers, and our testing support team. I also act as a direct contact for our global testing clients. We offer four-skills language tests, and many of our tests are available in over 30 languages. Most of our clients use language testing to hire people into bilingual roles, or to qualify candidates for bilingual pay incentives or promotions. We also work with several universities who offer language testing for university credit or entrance. Over the past few years we've also developed an app-based speaking test for five languages, and just this year we released our first artificially intelligent test for English language testing.



Rachel Cleary

Charis: I'm a Senior Assessment Design Specialist with Prometric, a large, global testing provider. I work directly with professional credentialing organizations and their subject matter experts (SMEs) to advise on best practices in assessment program development, and I manage projects on their behalf. I specialize in the more complex aspects of test development, such as job analysis and other research, strategic planning, and special projects. Even though I work with all kinds of professional fields now (medical, financial, etc.), I am lucky enough to manage several language exam development programs, mainly interpreter certification exams (e.g., medical and court interpreter exams).



Charis Walikonis

Kristen: How did you get involved in assessment?

Amber: A fellow MIIS alum was working at SLTI and needed item writers for a new project. We'd worked closely together on several projects in graduate school, and she thought I might be a good fit for the position, so she encouraged me to apply. I ended up working as a contractor for several years, writing items for a variety of tests while continuing to teach, and eventually applied for a full-time position when one opened up.

Rachel: In the summer between my first and second year at MIIS, I took an internship at CTB/McGraw-Hill—a testing company that was headquartered in Monterey. I was fully expecting to go into teaching after graduating, but I really enjoyed the testing work! After I graduated I was offered a contract to work on a test with the Qatar Supreme Education Council through CTB. I ended up spending the next 3 years traveling between the U.S. and Qatar at first developing their tests, and later training their teams on how to develop their own assessments.

Charis: I started out working for a small language test development company about 8 years ago. I had recently moved for my spouse's job and was looking for a new teaching job, but because of the well-rounded education I got at MIIS, I was able to broaden my search beyond teaching into fields like language assessment, curriculum development, and applied linguistics research. Working in language test development opened doors for me once I gained experience in project management and learned more about the industry, psychometrics, and assessment-related research. I ended up pivoting from language assessment into the certification industry more broadly. It turns out that the principles of assessment are the same no matter what you are testing: validity, reliability, and fairness, and all the best practices that underlie those principles.

Kristen: Is there anything else you would like to share that feels relevant?

Amber: I don't think I fully understood the impact of assessment beyond the context of my classroom before I started working on high-stakes and large-scale tests. It's one thing to have a theoretical understanding of how assessment affects people's lives, but it's something else entirely to work on an exam that may help decide whether someone gets a job or gets into a particular school. And because some tests are taken by hundreds of thousands of students each year, there's a lot of responsibility in selecting topics—for reading and listening passages, for example—and in the way those topics are presented.



Amber Vanderwoude

Rachel: Testing is a really diverse and interesting field! Often, discussions around testing are negative or focused on the traditional K–12 standardized testing. Testing is a much bigger and diverse field, and language testing has an important role, even outside K–12. I love that I get to be part of developing and administering products that allow people to reach a professional goal because of their language proficiency.

Charis: When I was a student at MIIS, I have to admit that Language Assessment was not my favorite course. But now that I'm working in the field, it's anything but dull. The decisions I facilitate with certification providers and SMEs can have life-changing impacts on test-takers. I also get to do some fun stuff. Over the past year, I've spent at least 100 hours leading live meetings with interpreter SMEs, discussing the tasks they do and the language they encounter in their jobs, debating linguistic nuances or sociolinguistic factors that affect exams, and putting our heads together to solve language-related problems. The process of ensuring valid, fair, and reliable exams for test-takers is so much more complex than most people imagine, and it can be really rewarding work! ♦

TESOL/TFL Alumni: We Thank You!

In addition to practically relevant courses and standout faculty, a MIIS education includes a third powerful advantage: lots of alumni support. TESOL/TFL alumni work with current students on everything from class projects to career guidance, and in the process, enhance student experiences and the value of a MIIS degree.

Alumni Cris Elder, LaTasha Gonzales, Naomi Fujishima, and David Chiesa all helped Kristen Tuttle (MATESOL '22) with her research project on language teacher leadership, which she completed for Kathi Bailey's Leadership in Language Education course in fall 2020. The four alums participated in interviews on their leadership experiences, which Kristen then analyzed for her project. LaTasha later served as Kristen's internship mentor for Jason Martel's Intro to Language Program Administration course. In the same spring 2021 semester, LaTasha also agreed to host Oliver Block (MATESOL '21) to work with one of the teachers she supervises for his teaching practicum.

Countless other alumni have also provided teaching placements for practicum students. When MATESOL '20 student Mary Njuguna expressed interest in working in an international school, alumna Amy Sullivan offered to serve as Mary's cooperating practicum teacher at the International School of Monterey. MATESOL '21 student Mollie Messick found a cooperating practicum teacher in alum Kimberly England, who teaches at Hartnell College in Salinas. Kimberly "was incredibly generous with her time and supportive of my growth as a teacher," says Mollie of the experience.

Alumni also support current students with their emergent careers. Kimberly England, for example, co-led an information session for current students about job opportunities at Gavilan College, where she serves as Co-Chair of the ESL Department. Other alums, like Dave Chiesa, have connected one-on-one with students based on their career goals. Chiesa offered insight and advice to current MATESOL student Jada Downing, after learning about her interest in Uzbekistan's Fulbright ETA program. Dave had previously worked in Uzbekistan as an English Language Specialist for the U.S. State Department. Jada says that Dave helped her understand the work culture and teaching context in Uzbekistan, and "invigorated my desire to become an ESL educator and administrator."

Some alumni even hire current MIIS students for positions at their companies or schools. TFL-French alum Caleb Powers, who works as a Curriculum Manager at [Voces Digital](#), hired TFL-Spanish student Lydia Emory as an Activity Creator for a Spanish textbook. Cal says that Lydia "has been making fantastic activities to accompany our stories in each unit. I'm glad I can help provide professional growth opportunities for young, hardworking graduate students like Lydia!"

Current students receive alumni support quite literally from day one at MIIS. In fall 2021, the newest TESOL/TFL cohort watched a welcome video that featured messages from alums Vita Kogan, Jennifer Grode and Mike Garnett. Alumni are deeply embedded in the MATESOL and MATFL programs at MIIS, and students wouldn't want it any other way. ♦

FACULTY

Milestone Anniversaries at MIIS for Three TESOL/TFL Faculty and Alumni

This academic year, three members of the TESOL/TFL community received recognition for their milestone anniversaries at MIIS in a ceremony on October 28, 2021.

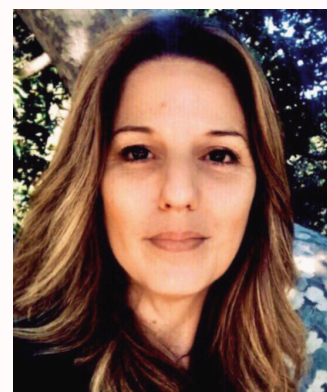
Two TESOL alumni, Alicia Brent and Robert Cole, received recognition for their length of service at MIIS. Brent, who works as the Senior Director of Executive and Custom Language Programs at MIIS, reached her 15-year milestone at the Institute in 2021. Cole, who currently works as Director of Exploratory Initiatives and Partnerships, reached his 20-year milestone.



Kathi Bailey



Bob Cole



Alicia Brent

Kathi Bailey, Professor of Applied Linguistics in the TESOL/TFL Department, was recognized for 40 years of service to the Institute. This achievement makes her the longest-serving faculty member in MIIS' history. Kathi began working at the Institute in 1981, when she helped pioneer its TESOL/TFL program. She has been with the department ever since, serving as a teacher and mentor for countless MIIS students.

Fellow TESOL/TFL Professor Renee Jourdenais spoke at the anniversary event to honor Kathi's service to the Institute. Renee highlighted some of Kathi's contributions to MIIS students and to the Institute as a whole, including her creation of the Language Program Administration (LPA) specialization, her generosity towards students with her time and publication credits, and her eagerness to connect students with other professionals in the field.

As Renee noted, Kathi's work establishing the LPA specialization has helped provide students with the best possible training for their roles in the field, and her enthusiasm in involving students in publications has led to dozens of published works that Kathi co-authored with students. Over the years, Kathi has invited students to get involved with writing, research, editing, and conference organizations, helping them grow into exceptional leaders in the field.

"We've been supremely lucky that MIIS has been Kathi's home for these 40 years," Renee said in the ceremony. The TESOL/TFL department extends gratitude to all three TESOL/TFL community members who were recognized during the ceremony. To Alicia, Bob, and Kathi: thank you, and congratulations! ♦

Jason Martel Publishes Book on Content-Based Instruction

TESOL/TFL professor Jason Martel emphasizes content-based instruction in the various pedagogy and language courses he teaches at MIIS. Despite the breadth of research available on this topic, however, he noticed a lack of practical resources for foreign language teachers interested in implementing this approach. Long passionate about content-based instruction, he decided to take matters into his own hands. The result? A new book, *Moving Beyond the Grammatical Syllabus: Practical Strategies for Content-Based Curriculum Design*. Here, Jason describes in his own words why he wrote this book, who it's for, and what he hopes readers will take away from it.



Why did you write this book?

I wrote this book for several reasons: to help foreign language teachers envision a way of curricular planning that establishes an engaging ideas and information space; to showcase a content-based unit on (anti)racism in Quebec that I taught to French learners at the Institute; and to provide a practical set of instructions for designing a complete content-based unit from start to finish. I was responding to a gap in the literature; other pedagogical manuals for foreign language teachers mention content-based instruction but don't go into the depth that I do in this book.

Who is this book for?

The key audience for this book is foreign language teachers, who are principally trained as language teachers, not as content teachers. Enacting CBI with this basis of training requires a specific set of strategies, notably ones for expanding content expertise and teasing apart the relationship between content and language. I think there are ideas that would be helpful to teachers in other contexts, like ESL and immersion, though.

What do you hope readers will take away from this book?

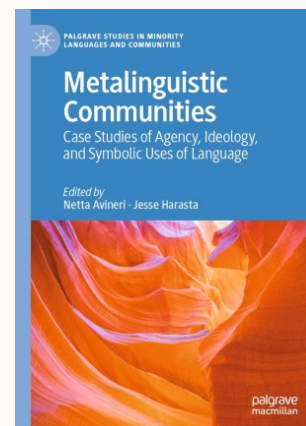
The biggest thing I hope readers take away is that the most effective form of curriculum design, in my mind, starts with ideas and information (i.e., content) and then determines which language forms can support content learning. I think it's vital for people to understand that "moving beyond the grammatical syllabus" does not mean forgetting about language! Rather, it means using content, not language, as the primary curricular organizing principle, and then committing to balancing language and content throughout curricular units of instruction.

Those interested in the book can check out the companion website, accessible at the following link: <http://cbi.middcreate.net/movingbeyond>. This site currently contains Jason's complete content-based unit on (anti)racism in Quebec. He plans to add more units across languages and levels over time. He notes that he is eternally grateful to TESOL/TFL students Kristen Tuttle and Zoya Erdevig for reading earlier drafts of the book manuscript. ♦

Other Faculty Publications

Netta Avineri and Danny C. Martinez (co-editors): "Applied Linguists Cultivating Relationships for Justice: An Aspirational Call to Action" (Introduction to special issue of *Applied Linguistics*, 2021).

Netta Avineri and Jesse Harasta (co-editors): *Metalinguistic Communities: Case Studies of Agency, Ideology, and Symbolic Uses of Language* (Palgrave Macmillan, 2021).



Netta Avineri et al.: Applied Linguistic Anthropology: Balancing Social Science with Social Change. In Warriner, D. & Miller, E. (Eds.) *Extending applied linguistics for social impact: Cross-disciplinary collaborations in diverse spaces of public inquiry* (Bloomsbury Publishers, 2021).

Kathi Bailey and Donna Christian (co-editors): *Research on teaching and learning English in under-resourced contexts*. (Routledge & TIRF, 2021).

Kathi Bailey and Hayo Reinders: *Assessing and evaluating language learning beyond the classroom*. In P. Winke & T. Brunfaut (Eds.), *The Routledge handbook of second language acquisition and testing* (pp. 371-381). (Routledge, 2022).

Renee Jourdenais: Conference interpreting in the US. In M. Albl-Mikasa & E. Tiselius (Eds.), *Routledge handbook of conference interpreting* (pp. 127-139). (Taylor & Francis, 2021).

Renee Jourdenais: *Translation assessment*. In C. Coombes and H. Mohebbi (Eds.), *Research questions in language education and applied linguistics* (pp. 403-8). (Springer, 2021).

Heekyeong Lee: *Invited review of Second language writing instruction in global contexts: English language teacher preparation and development, by L. Seloni, & S. H. Lee*. (Journal of Second Language Writing, 2021).

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: *Designing interpretive communication activities in Canvas*. (*French Review*, 2021).

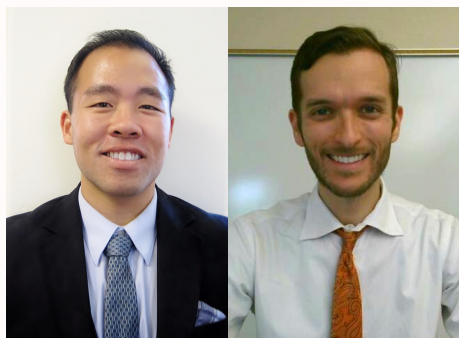
Jason Martel: *Implementing "enhanced rehearsals" in a practice-based TESOL methods course*. (*TESOL Journal*, 2021).

Deniz Ortaçtepe Hart and A. Ateskan: *Demystifying computational thinking for teacher candidates: A case study on Turkish secondary school pre-service teachers*. (*Education and Information Technologies*, 2021).

Deniz Ortaçtepe Hart and S. Okkali: *An inquiry into second language socialization in EFL classrooms: Common ground and positioning in teacher-student interactions*. (*Intercultural Pragmatics*, 2021). ♦

COMMUNITY NOTES

TESOL/Language Program Administration alumna **Jennifer Uhler** has recently been posted to Estonia in her role as a Regional English Language Officer (RELO) for the State Department. She had previously been posted in Brazil.



Alumni **Ramon Mislang** and **Adam Garnica** (pictured left) co-authored a paper that was published in *Communities of Teachers and Learners*, a journal produced by the Japan Association for Language Teachers (JALT). Their paper is titled “Teacher Perceptions and Practices in an English Conversation Lounge” (2021), and can be found [here](#).

Ramon Mislang recently started his English Language Fellowship at the University of Santo Tomas in the Philippines. He is teaching virtual courses on Sociolinguistics and English Across Professions.

TESOL/TFL Professor **Kathi Bailey** was an invited speaker on the topic of “Teaching and Researching English in Difficult Circumstances” for a Zoom conference of SPELT (the Society of Pakistani English Language Teachers) in July, 2021.

Ben Carignan and **Annabelle Royer**, both TESOL/TFL alumni, got engaged at Del Monte Beach in Monterey on August 27, 2021 (right). “We used to have dates on that beach in graduate school, so it was full circle for us,” said Annabelle. The couple currently lives in the Boston area.



Alumna **Mica Tucci** recently welcomed her first child, Chloe.

Patricia Szasz, TESOL alumna and current Associate Dean for Language and Professional Programs at MIIS, recently completed her EdD in Entrepreneurial Leadership in Education at Johns Hopkins University.



Kalina Swanson (TESOL alumna) and Stuart Akesson recently got engaged at a park outside of Portree, Scotland (left). Kalina and Stuart met in 2013 as college students at UC Davis, and Kalina notes that Stuart is MIIS’s “number 1 fan.”

Alum **Lawrence Hamilton Lawson** [received](#) Palomar College’s 2018-2019 Distinguished Full-Time Faculty Award.

TFL alum **Edie Furnis** and her husband recently moved to Finland. She began working first at a private language training and translation company before starting her current position as an academic English instructor at University of Helsinki.



TESOL alumna **Kristin Rock** (left) recently received her PhD in Second Language Studies from the University of Hawaii at Manoa. Shortly thereafter, she was offered a position as Assistant Teaching Professor of Applied Linguistics at Georgetown University. More information about Kristin's thesis, titled "Using analytic rubrics to support second language writing development in online tasks," can be found [here](#).

Emi Kobayashi, TESOL alumna, recently received her PhD from the University of Stirling.

Thuli Phetla, TESOL alumna, is now the acting Chair of the Department of English Studies at the University of South Africa. She is also part of a team of facilitators for a new program on Curriculum Transformation, for which she focuses on use of technology in the curriculum. Thuli has also been actively involved in other projects at her university and within her local community. For the past three years, she has been involved in writing workshops in South Africa and Ethiopia, and for the past year, she has served as a co-leader of Understanding Widowhood in Southern Africa, a project that supports widows and gives them a voice by teaching them how to write their stories. Thuli says of Understanding Widowhood: "We are currently sourcing funds to publish a book containing reflections (personal stories) by some of the women we work with."

TESOL/TFL alumna **Melody Pao** recently accepted a position as a French teacher at the Stevenson School in Pebble Beach, CA. She joins two other MIIS alumni there—**Kalina Swanson** and **Kate DePietro**, both of whom teach Spanish.

Current TESOL/TFL students **Jada Downing**, **Katie Klein**, **Justin Huang**, IEM student **Gabrielle O'Connor**, and TFL-Korean '21 alumna **Joeun Kim**, organized the 2022 Symposium on World Language Education (SOWLE). Professor Kathi Bailey served as faculty advisor. The symposium was held on February 5th and 12th, with a focus on Promoting Equity and Leadership in the Language Classroom. Keynote speakers included Dr. Andy Curtis and Dr. Shondel Nero. Committee members Justin, Jada, Joeun, and Katie are pictured right.



TESOL alumna **Dr. Joyce Kling**, who teaches at the University of Copenhagen, was seated as TESOL President in March of 2022. She also has two new chapters coming out in 2022, along with a book on English-Medium Instruction in European higher education. The citations of these new publications are viewable [here](#).



Daniel McCarthy (TESOL/Language Program Administration) and Trisha Elliot (left) were recently married in Apex, North Carolina. Daniel currently works at Duke University's Fuqua School of Business as an ESL Specialist and Lecturing Fellow.

Kelly Donovan, TESOL alumna, presented a workshop at the China TESOL conference in Hangzhou in July 2021. In the same month, she also collaborated with two other English Language Fellow alumni on a Regional English Language Office (RELO) grant project. For the project, the team designed a three day "Trainer of Trainers" course in Yunnan Province, China.

TFL-French/Language Program Administration alum **Caleb Powers** (right) recently attended the NYSAFLT (New York State Association of Foreign Language Teachers) 2021 Conference in Syracuse, where he represented his company Voces Digital in the exhibitor hall. In his role, he spoke with language teachers "on the benefits of an online and customizable curriculum, like Voces Digital."



TESOL alumna **Annabelle Royer** recently accepted a position as Curriculum Coordinator for Harvard Medical School's masters programs. In her new role, she works closely with the Assistant Director of Curricular Innovation to "bring best teaching practices to the programs and courses." She adds: "We support the programs in new course and pathway design, aid the faculty in course design and updates, and train the TAs." Right now, she and her team are supporting the facilitation of a 90-student hybrid course, which will have 60 students joining via Zoom from around the world and 30 joining in person.

Alum **John Thorpe** accepted a position with the State Department in August 2021. The position required him to teach a virtual class to high-ranking government officials in Vietnam. After completing the program, the embassy asked him to teach three additional courses, one being an English for Specific Purposes class titled "History of U.S. Foreign Policy." John credits his experience teaching diplomats for MIIS's Custom Language Services with helping him to prepare these courses.



TESOL alumni **Kelley Calvert** and **Courtney Pahl** (left) recently met for coffee in Corvallis, Oregon. They met—and realized they were both MIIS alumni—after Kelley accepted a position as Writing Center Coordinator at Oregon State University, where Courtney works as the Director of Student Success for an initiative called INTO OSU. Their team at INTO, which supports international students at OSU, now includes four MIIS alumni (the other two being **Jeff Fowler** and **Denise Egri**).

Current TESOL/TFL-French student **Katie Klein** was recently offered a position as a French teacher at San Lorenzo Valley High School in Felton, CA. She was connected to the position by MATESOL alumna **Rebecca Jot**. Katie and Rebecca took a picture together (right) at a coffee shop in nearby Santa Cruz the day that Katie accepted the job offer. Katie began her new job in February 2022, during her last semester at MIIS.



Two MIIS alumni, **Marina Gutierrez-Jones** and **Hiba Al Ghabra**, recently met up for a day at the Monterey Bay Aquarium (pictured left). Marina teaches English as a Second Language at the Savannah College of Art and Design. Hiba teaches Arabic at the Defense Language Institute. They were classmates together in the MATESOL program, both graduating in 2018.

TESOL '20 alum **Aram Guptill** was hired as a Curriculum Design Advocate at The Welcome Project, a nonprofit organization in Somerville, MA. He will be creating a curriculum for adult ESL students in the Boston area. He will also oversee training for volunteer teachers. He shares: "I know I will be utilizing knowledge gained from [the class] Language Teacher Education. I am also excited because a large portion of the job is civic engagement-based, as the nonprofit works to make students advocates for policy change.

TESOL/TFL professors **Jason Martel** and **Deniz Ortaçtepe** hosted a gathering for MIIS students and alumni at the TESOL 2022 Convention in Pittsburgh, PA. The gathering, pictured right, included alumni **Jennifer Uhler**, **Tim Cauller**, **David Chiesa**, **Sky Lantz-Wagner**, and **Joyce Kling**, along with current students **Katie Klein** and **Kristen Tuttle**. ♦



MIIS TESOL/TFL community: If you have an update or story that you'd like featured in next year's issue of *Discourse & Reportée*, email Program Chair Jason Martel at jmartel@middlebury.edu.