



## Affiliate Speaker Directory

*Speakers available for conferences through March 2024*

### Kisha Bryan

Associate Professor, Tennessee State University

Kisha Bryan is an Associate Professor of Education in the Department of Teaching & Learning at Tennessee State University in Nashville, Tennessee. Her research focuses on adolescents' intersectional identities and the role of language, literacy, and racial ideologies in identity construction and well-being. She is a public scholar and advocate for marginalized peoples around the world. Her research has been published in Teachers College Record, TESOL Journal, English Journal, and Language Magazine. Kisha's linguistic background and schooling experiences are the impetus for both her career choice and language rights advocacy for marginalized populations.

#### Areas of Expertise

Anti-Racist Practices in English Language Teaching; Best Practices in TESOL Teacher Preparation; Materials/Curriculum Development; Distance/Online Education; Higher Education; Multiculturalism; Literature; Program Administration; Public Policy/Advocacy; Research; Teacher Education; Utilizing Multicultural Literature to Promote Language Acquisition, Academic Achievement, Empathy, and Compassion.

#### Recent Presentations and Publications

1. When "Technology Saves Us": Exploring and Theorizing Pandemic Pedagogies and in Adult ELT Contexts (2022)
2. The Illusion of Inclusion: Blackness in English Language Teaching (2022)
3. ELT in 2021 and Beyond: Building a Bridge Over Troubled Waters (2021)
4. Combating Hate via Coalition Building and Continuous Learning (2021)
5. "I Had to Get Tougher": An African Immigrant's (Counter)narrative of Language, Race, and Resistance (2020)
6. The Weaponization of English (2020)



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### Elizabeth Chan

Associate Professor, Northern Virginia Community College

Elisabeth Chan has over 15 years of experience as an English language educator, working with adult English learners in post-secondary institutes. She has presented, researched, and published on social justice work in TESOL, where she draws upon her lived experiences as a second/fourth-generation Chinese American from the U.S. south.

Her current research works with immigrant ESL community college students in the U.S. and explores topics of subtractive schooling and culture loss. In the past two years, she has also presented frequently on understanding the roots of anti-Asian violence and how to challenge it.

#### Areas of Expertise

Adult Education; Community College/Technical ed; Materials/Curriculum Development; Higher Education; Multiculturalism; Listening; Public Policy/Advocacy; Research; Speaking/Pronunciation; Writing/Composition

#### Recent Presentations and Publications

1. TESOL International Association: AAPI Webinar on Challenging AAPI Discrimination in Education (2021)
2. Combating Hate via Coalition Building and Continuous Learning, TESOL Connections, (2021)
3. Counter-storytelling: Toward a critical race praxis for participatory action research, International Journal of Qualitative Studies in Education, (2021)
4. Critical Participatory Inquiry as Sabotage, AERA Qualitative Conversations podcast, (2021)
5. Moving TESOL Forward: Increasing Educators' Critical Consciousness through a Racial Lens, TESOL Journal, (2020)



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### Raichle Farrelly

Associate Teaching Professor, University of Colorado Boulder

Raichle Farrelly, PhD, is a TESOL educator and Director of the TESOL Program for the Department of Linguistics at the University of Colorado Boulder. She offers courses on a range of topics including language teaching methods, teaching L2 oral skills, pedagogical grammar, world language policy, and the TESOL Practicum. Her professional interests include second language teacher education, reflective teaching, curriculum design, community engaged learning, and teaching refugee-background adults. Farrelly has presented extensively on a range of pedagogical topics at national and international conferences, including TESOL, IATEFL, LESLLA, and Africa TESOL. In addition to peer-reviewed articles and chapters, Farrelly co-authored the book *Fostering International Student Success in Higher Education*, co-edited *Educating Refugee-background Students: Critical Issues and Dynamic Contexts*, and co-edited the *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. Farrelly is also the Tanzania Project Manager for Girls Education International ([www.girlsed.org](http://www.girlsed.org)) and a co-founder of Project Wezesha ([www.projectwezesha.org](http://www.projectwezesha.org)).

#### Areas of Expertise

Adult Education; Content-based Instruction; Materials/Curriculum Development; Multiculturalism; Intensive English Programs; Refugee Concerns; Reading/Literacy (teaching adult emergent readers); Teacher Education

#### Recent Presentations and Publications

1. Farrelly, R., Honigsfield, A., Neto, O., & Ross, M. (2021). Social Justice Topics in Our Schools and Communities (panel). Northern New England TESOL (NNETESOL) (Virtual).
2. Kubota, R., Farrelly, R., Cahnmann-Taylor, M., McGovern, K. (2021). Pursuing Social Justice in TESOL. Interest Section Intersection Panel: AEIS and SRIS. TESOL International Association (Virtual).
3. Neokleous, G., Krulatz, A., & Farrelly, R. (2020). *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. IGI Global.
4. Farrelly, R. & Fakhrutdinova, I. (2020). Leveraging learner experience: Pedagogical scaffolding with refugee-background adults. In G. Neokleous, A. Krulatz, & R. Farrelly (Eds.). *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms* (pp. 615-641). IGI Global.
5. Farrelly, R. (2020). A TESOL practicum in the United States of America. In A. Cirocki, I. Madyarov, & L. Baecher (Eds.). *Current Perspectives on the TESOL Practicum: Cases from Around the Globe*, (pp. 265-288). Cham, Switzerland: Springer.
6. Cirocki, A. & Farrelly, R. (Eds.) (2019). *Current Perspectives on Teaching English to Refugee-background Students [Special Issue]*. *European Journal of Applied Linguistics and TEFL*, 8(1).



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### Tamara Jones

ELC Associate Director, Howard Community College

Tamara Jones has been an ESL instructor for twenty five years. She has taught in Russia, Korea, England, Belgium and the USA. She is currently the Associate Director of the English Language Center at Howard Community College in Columbia, MD. Tamara holds a PhD in Education from the University of Sheffield in the UK and is the editor and a chapter contributor of *Pronunciation in the Classroom: The Overlooked Essential*, the co-author of *Q: Skills for Success, Listening and Speaking 4*, and the author of *50 Ways to Teach them Vocabulary* and *50 Ways to Teach them Pronunciation*.

#### Areas of Expertise

Community College/Technical ed; Materials/Curriculum Development; Intensive English Programs; Listening; Program Administration; Speaking/Pronunciation; Vocabulary/Lexicon

#### Recent Presentations and Publications

1. Jones, T. (2018). Materials development for teaching Pronunciation. In J.I. Liantas, (Ed.) *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: Wiley Blackwell.
2. Jones, T. (2018). Pronunciation in other areas of language. In Kang, O.K., Thompson, R. & Murphy, J. (Eds.) *Routledge Handbook of English Pronunciation*, Abingdon, UK: Routledge.
3. (2019) *A Pronunciation Tool Kit for English Instructors*, SETRA, Beijing, China.
4. (2019) *10 Activities for Super Summarizing*, TESOL 2019, Atlanta, GA.
5. (2018) *The Gift of Gab or a Teaching Curse?* TESOL 2018, Chicago, IL



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### Joyce Kling

Associate Professor, Lund University

Joyce Kling is an Associate Professor at the University of Copenhagen. She publishes in the areas of English-medium instruction (EMI), content and language integrated learning (CLIL), teacher cognition, the international classroom, and language testing. Her work appears in *TESOL Quarterly*, *Journal of English-Medium Instruction*, as well as several edited volumes and monographs. She is the co-editor (with S. Dimova) of *Integrating Content and Language in Multilingual Universities* (2020, Springer). The most recent publication is entitled, *The Evolution of EMI Research in European Higher Education* (2022, Routledge), which she co-authored with A. Molino, S. Dimova, & S. Larsen.

### Areas of Expertise

Content-based Instruction; English for Specific Purposes; Higher Education; Multiculturalism; Teacher Education; English-medium instruction & CLIL; reflective practice for the international, multilingual, multicultural classroom.

### Recent Presentations and Publications

1. Kling, J., & Dimova, S. (2023). CLIL and English medium instruction. In *The Routledge Handbook of Content and Language Integrated Learning*. Banegas, D. L. & Zappa-Hollman, S. (Eds.). Routledge
2. Kling, J., Dimova, S., & Molino, A. (2022). EMI teacher cognition: Exploring lecturers' experiences across Europe. In M. A. Christison, J. Crandall, & D. Christian, (Eds.), *Research on Integrating Language and Content in Diverse Settings*. p. 157-163. Routledge.
3. Dimova, S., & Kling, J. (2022) (forthcoming). Emerging Assessment Needs and Solutions in EMI in Higher Education. In: *Journal of English-Medium Instruction*. Special Issue editors.
4. Molino, A., Dimova, Slobodanka, Kling, Joyce & Larsen, Sanne, (2022). *The Evolution of EMI research in European higher education*. Routledge.
5. Dimova, S., Hultgren, A. K., & Kling, J. (2021). Englishization in Danish higher education. In R. Wilkinson & R. Gabriëls (Eds.), *The Englishization of Higher Education in Europe*, pp. 143-162. Amsterdam University Press.



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### Graciela Martin

#### Head Academic Coordinator - Instituto Cultural Argentino Norteamericano

Graciela Martin holds a certificate in Education from Universidad Nacional de Quilmes, Argentina. She has experience teaching children, adolescents, and adults at all levels of proficiency. She is the Head Academic Coordinator at ICANA, the binational center in Buenos Aires. She oversees the English Language program, curriculum development and program administration. She specializes in ICTs and has been co-responsible for the set up of the virtual campus. She trains teachers in online practices and interactive materials design. Graciela has received special training in Management, Programming and Digital Outreach; and in TESOL Affiliates and Strategic Planning.

She has served Argentina TESOL since 2006. She was president of the association from 2012-2017. She is also an active member of the Argentine BNC Network and of the ABLA community. Graciela is a strong supporter of life-long professional development.

#### Areas of Expertise

Technology in Education; Materials/Curriculum Development; Distance/Online Education; Elementary/Primary Education; English as a Foreign Language

#### Recent Presentations and Publications

1. Creating Effective Online Teaching Experiences, virtual program by Dr. Julie Sykes, Director of CASLS at Oregon University. Moderator, (2020)
2. ABLA Best Practices, What resources / materials and techniques have been most effective during COVID-19? Moderator, (2020)
3. ABLA Best Practices, "How to support our teachers". Presenter (2020)
4. ABLA Convention, Let's get smart about Argentina! Presenter, Buenos Aires, Argentina, (2018)
5. ABLA Convention, " Teaching ESP Online". Presenter, Florianópolis, Brazil, (2014)



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### Kate Mastruserio Reynolds

#### Professor of TESOL & Literacy at Central Washington University

Dr. Kate Mastruserio Reynolds (Ed.D. 2000) is a Professor of TESOL/Literacy at Central Washington University. She has taught educators in the US and abroad at universities and public school districts since 1996, and has instructional experience in ESL/EFL in elementary, middle schools and universities various contexts. Dr. Reynolds has written books to introduce new professionals to the field and develop professional skills in content-integrated instruction. Over her 20-year career, she has contributed her expertise in presentations regularly at TESOL International Association, American Association of Applied Linguistics, and TESOL affiliates (e.g., OhioTESOL, ConnTESOL, PeruTESOL, Qatar TESOL, Ukraine TESOL, WITESOL, and WAESOL). Service to the profession is important to her, so she has served in various capacities in the last 25 years. She has edited volumes on vocabulary teaching and research. Dr. Reynolds is passionate about English language learners and advancing the profession of TESOL through her teaching, scholarship, and advocacy.

#### Areas of Expertise

Assessment/Testing; Technology in Education; Content-based Instruction; Materials/Curriculum Development; Elementary/Primary Education; Higher Education; Multiculturalism; Program Administration; Public Policy/Advocacy; Reading/Literacy; Research; Speaking/Pronunciation; Secondary Education; Standards; Teacher Education; Vocabulary/Lexicon

#### Recent Presentations and Publications

1. Dikilitaş, K., & Reynolds, K.M. (2022, March). Research methods in TESOL/ language teaching and learning. Hoboken, NJ: Wiley.
2. Reynolds, K.M., Dikilitaş, K., & Close, S. (2022). Introduction to TESOL: Becoming a language teaching professional. Hoboken, NJ: Wiley. March 25, 2021
3. Several Butterflies in One Net: Innovating Literacy, Spelling and Vocabulary. Presentation Judy O'Loughlin, Sharryn Walker and Katie Lembra at the 56th Annual Teaching English to Speakers of Other Languages Convention, Online.
4. Reynolds, K.M. (Associate Ed.). (2018). The TESOL Encyclopedia of English Language Teaching, First Edition. Volume V, Teaching Vocabulary. Hoboken, NJ: John Wiley & Sons, Inc.
5. Reynolds, K.M. (March, 2015). Approaches to inclusive English classrooms: A teacher's handbook for content based instruction. Bristol: Multilingual Matters.



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### Mawa Samb

#### Teacher trainer and consultant

He has taught English as a foreign language for 30 years from middle school, high school, language institutes to university. He has been a co-facilitator for the British Council in Senegal and Côte d'Ivoire and a facilitator in Malawi for revamping their Teachers Association. He has also written articles for the British Council Innovation series, ATES and local newspapers. He is currently a consultant for the UEMOA Baccalaureat, Pennsylvania University through the Lauder Institute in its immersion program in Dakar and Côte d'Ivoire, and the ambassador of Fluentworlds application in West Africa. He is also a TV presenter of the homelearning program by the Ministry of Education in Senegal.

#### Areas of Expertise

Adult Education; Assessment/Testing; Bilingual Education; English as a Foreign Language; English for Specific Purposes; Grammar; Intensive English Programs; Secondary Education; Teacher Education; Writing/Composition

#### Recent Presentations and Publications

1. A new era is born in Senegal: homelearning : November 2020
2. New exam formats at Middle schools leaving certificates in Oct 2020 in Matam and St Louis
3. Managing large classes with minimal resources: Cell meeting presentation in March 2020
4. How to create opportunities out of ELT challenges: ATES Keynote speech in December 2019
5. Engaging students in grammar and vocabulary activities: November 2019





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### Debra Suarez

US Federal National Advisor, Former Professor, University of Notre Dame of Maryland and University of Maryland

With an unwavering belief in the power of education to change the world, Dr. Debra Suarez has dedicated her professional life to improving the educational experiences of ESOL/EFL students and teachers.

Debra (PhD, MSTESOL, MBA) is a published, peer-reviewed author. Debra started her career as an ESL/EFL classroom teacher and then university professor, directing PhD and MATESOL programs. She served as English Language Specialist for the US Department of State in West Africa, Eastern Europe, Mexico, the Middle East, South and Central America, and Southeast Asia.

To expand her professional reach, Suarez joined federal service. She has provided leadership, strategic direction and project implementation with US Department of Education, US Citizenship Immigration Services, US Department of Labor, US Small Business Administration, US Office of English Language Acquisition, the White House Initiatives, and the White House Task Force on New Americans. She currently serves on the TESOL International Board of Directors.

### Areas of Expertise

Leadership Development in Educational Contexts; Public Policy & Advocacy, Diversity & Inclusion; Teacher-Association Development; Teacher Leadership Development; National Project Design and Management; Adult Education; Community College/Technical ed; Higher Education; Program Administration; Public Policy/Advocacy; Teacher Education; Coaching/mentoring new professionals.

### Recent Presentations and Publications

1. "Conversations with Past Presidents: Reflections on Past and Looking to the Future of the Association." (2020). Panel Presentation at Maryland TESOL, MDTESOL
2. "Influence and Impact: Remembering TESOL Leadership of the Past. Reimagining Transformational TESOL Leadership for the Future." (2020). Keynote Presented at Washington Area TESOL, WATESOL.
3. "White House Initiative on Asian Americans and Pacific Islanders: Increasing Representation in Areas and Federal Resources where Under-Served." (2019). Presented at the Federal Interagency WHIAAPI Working Group, White House.
4. "Meeting the Needs of Today's Adult English Language Learners." (2016). Keynote Address presented at the English Language Education and Resources Network (LEARN) annual conference, National Foreign Language Center, NFLC.
5. "Connecting English Language Learners with Career Pathways." (2016). Presented at National Conference on Effective Transitions in Adult Education, NCTN.
6. "National and State Initiatives in Adult ESOL: New Materials on Rigor, Digital Literacy, and Career Pathways for Adult ESL Education." (2016) Presented at the TESOL Annual Conference.



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### Shelley Taylor

#### The University of Western Ontario

Professor Shelley K. Taylor teaches graduate and Preservice courses in Applied Linguistics/TESOL and is a program coordinator at the University of Western Ontario. Her areas of expertise include multilingualism, bilingual education, and culturally/linguistically sustaining pedagogy, and her recent research has involved language and literacy learning among youth refugees, plural teaching approaches, and bilingual learners during the pandemic. Previous research involved EMI, longitudinal research on plurilingual youths, the challenges superdiversity poses to traditional models of 'bilingual' education and programmatic responses. Her language policy research has included L1-based MLE in Nepal, implementing the CEFR in FSL programs across Ontario, and trilingual language policy decision-making in Greenland. She has published extensively and has taught bilingual learners from the Kindergarten level on up to higher education. She is a frequent presenter at TESOL and other conventions and convened an AILA International Research Network (2011-2021).

#### Areas of Expertise

Adult Education; Applied Linguistics; Bilingual Education; Community College/Technical ed; Content-based Instruction; Elementary/Primary Education; English as a Foreign Language; Higher Education; Multiculturalism; Refugee Concerns; Research; Secondary Education; Teacher Education; Multilingualism; plurilingual/pluricultural competence.

#### Recent Presentations and Publications

1. Taylor, S. K., Hakooz, Y., & Paterson, K. (accepted). Meeting invisibilized needs: Youth refugees' linguistic & literacy development at the tertiary level in Canada. *Cahier de l'Institut des langues officielles et du bilinguisme [Cahier de l'ILOB] / Journal of the Official Languages & Bilingualism Institute [OLBI Journal]*.
2. Taylor, S. K. (2022). Plurilingualism in TESOL. In H. Mohebbi & C. Coombe (Eds.), *Part IX: Applied linguistics and second language acquisition. Research questions in language education: A reference guide for teachers* (pp. 853-857). Berlin: Springer.
3. Taylor, S. K. (2021). TESOL's way forward to policy development and multilingualism in EMI. In K. Raza, C. Coombe & D. Reynolds (Eds.), *Policy development in TESOL and multilingualism: Past, present and the way forward* (177-188). Cham, Switzerland: Springer Nature.
4. Taylor, S. K., & Mohanty, A. K. (2021). Ch. 18, A multi-perspective tour of best practices: Challenges to implementing best practices in complex plurilingual contexts—The case of South Asia. In E. Piccardo, A. Germain-Rutherford & G. Lawrence (Eds.), *Routledge Handbook of Plurilingual Language Education* (pp. 385-393). New York: Routledge.
5. Taylor, S. K. (2021). Youth refugees at the postsecondary level: Writing/righting their stories through multimodal products. AILA 2021. Groningen, the Netherlands Co-presenters: Kate Paterson. Yasmeen Hakooz, Babujee Biswabandan & Wenmin Liang (August 20th, 2021).



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### Cynthia Wiseman

Professor, Academic Literacy & Linguistics, Borough of Manhattan Community College, City University of New York

Cynthia S. Wiseman, EdD, has been teaching for more than 40 years in the field of ELT. She has taught language (including ESL, French and Spanish) in the USA in various contexts, including middle and high school, adult education, higher education academic programs, and in the private sector to bankers and other international professionals. She also taught EFL in Senegal, Brazil, Mexico, China, and Vietnam and conducted teacher training in rural China, Taiwan, and Vietnam, where she served as Fulbright Scholar Vietnam 2015 at Pham Van Dong University in Quang Ngai, Central Vietnam. Dr. Wiseman conducted a study on the use of the communicative approach in the teaching of English language in China reported in Trends in Assessment in the Pacific Rim. Dr. Wiseman earned her doctorate in Applied Linguistics from Teachers College, Columbia University with a concentration on evaluation and assessment of second language writing ability.

#### Areas of Expertise

Assessment/Testing; Higher Education; Teacher Education

#### Recent Presentations and Publications

1. "Grading vs. Ungrading: But what's my grade?" ANUPI-COPEI International Conference 2022, Cancun, MX, 2023.
2. The Creation of an Artificial Language to Facilitate Expression," ANUPI-COPEI 18th International Conference for English Teachers, 2021, Co-Presenter.
3. "Sound Affiliate Leadership Roles & Responsibilities," Affiliate Workshop, TESOL International 2020, July 22, 2020. Co-Panelist.
4. Wiseman, C., Carvalho, F., & Michiele, G. (2019). ePortfolios: Tapping into the Imagination to Motivate Learning. In (Rodriguez Hernandez, J.M. (Ed). ANUPI-COPEI Conference (October 17, 2019) Proceedings from The Impact of New Approaches to Research and Practice in ELT, pp. 1-12. ISSN: 1870-2074.
5. Santos, F., & Wiseman, C. (2021). The creation of an artificial language to facilitate expression. In (Rodriguez Hernandez, J.M. (Ed). ANUPI-COPEI Conference (March 20, 2021) Proceedings from Bringing the World into the ELT Classroom, ISSN: 1870-2074.