

## **Raichle Farrelly**

University of Colorado Boulder  
Boulder, Colorado, USA

### **Education**

- PhD, Linguistics, University of Utah Dissertation Title: *Emerging from the Echo Chamber: An Activity Theory Perspective on L2 Teachers of Adult Emergent Readers*
- MA, Linguistics, University of Utah
- BA, Spanish, University of Utah

### **Professional Work Experience**

- Senior Instructor & Director of TESOL Programs, Department of Linguistics, University of Colorado Boulder, Boulder, USA (2019 – present)
- Assistant Professor, Department of Applied Linguistics, Saint Michael's College, Colchester, USA (2015-2019)
- Assistant Professor, American University of Armenia, Yerevan, Armenia (2013-2015)
- Higher Education Instructional Consultant, Center for Teaching and Learning Excellence, University of Utah, Salt Lake City, USA (2012-2013)
- ESL Tutor Coordinator, Guadalupe Schools, Salt Lake City, USA (2011-2012)
- ESL Instructor, International Rescue Committee, Salt Lake City, USA (2007-2008)

### **Professional Affiliation**

- TESOL: Member of the Nominating Committee (2020); Member (2004-2012, 2013-2021);
- RCIS Chair (2018-2019); RCIS Past-Chair (2019-2020); frequent presenter (18 presentations in past 13 years); TESOL Proposals reviewer (2018, 2021)
- LESLLA: Communications Director (2018-2021); Member (2018-2021)
- NNETESOL: Member (2014-2015)
- CoTESOL: SocioPolitical SIG Co-Chair (2021); Member (2019-present)
- AAAL: Member (2019-2020)
- AILA: Member (2020-present)
- Conference presenter: IATEFL, Africa TESOL, TESOL Arabia, IRA, LESLLA, NAME, NNETESOL, iTESOL, CoTESOL, Lily International conference on College Teaching, POD Network, ICQI, and Utah Fall Conference on Adult Education.
- Invited or Keynote presenter at international conferences: TESOL (Atlanta, USA), LESLLA (Finland), NTC (Guatemala), Africa TESOL (Senegal), NNETESOL (New Hampshire, USA), American University of Armenia student conference in Linguistics (Armenia)

## Relevant Presentations

### Invited or Keynote Speaker

- Farrelly, R. 2020. Engaging and Empowering Students with a Backwards Design Approach. Utah Adult Education Fall Conference, Salt Lake City, UT (Virtual).
- Farrelly, R. 2020. Leveraging Adult Learners' Experiences to Develop Print Literacy. Utah Adult Education Fall Conference, Salt Lake City, UT (Virtual).
- Farrelly, R. 2019. Humanizing the Refugee Experience: Story and Voice in Research. Invited Speaker, TESOL, Atlanta, USA.
- Farrelly, R. 2018. Implementing a Growth Mindset with Students as a Tool for Teacher Development. Keynote Address, NNETESOL, New Hampshire, USA.
- Farrelly, R. 2018. Implementing a Growth Mindset with Students as a Tool for Teacher Development. Invited Speaker, Africa TESOL, Dakar, Senegal.
- Farrelly, R. 2016. Social Justice and English Language Teaching: Exploring Our Dispositions. American University of Armenia Student Conference in Linguistics.

### Presenter or Panelist

- **Farrelly, R.**, Bristol, J., Grenier, B., McKinsey, S., Carter, E., & Forward, R. 2021. Exploring social justice to develop oral skills. *Colorado TESOL (CoTESOL)*, Denver, CO (Virtual Panel).
- **Farrelly, R.** & Moore, R. (2020). Academic Credit for English Language Proficiency Courses. *Education USA*. (Webinar)
- **Farrelly, R.** 2020. Developing social justice awareness through TESOL teacher education. *Intermountain TESOL (I-TESOL)*, Salt Lake City, UT (Virtual Presentation).
- Madyarov, I., Grigorian, T. & **Farrelly, R.** 2019. The TESOL Practicum around the World. *IATEFL*, Liverpool, UK.
- **Farrelly, R.** & Liscio, J. 2019. Technology Education for Adult ELLs: Local Collaborations for Global Connections. *TESOL*, Atlanta, USA.
- Baecher, L., **Farrelly, R.**, Xerri, D., Filipi, A., & Snyder, B. 2019. The TESOL Practicum around the World. *TESOL*, Atlanta, USA.
- Stevens, S., Warren, S., Ritzema, M., Kennedy, D. & **Farrelly, R.** 2019. Establishing Credibility Among Stakeholders in English Language Programs and Services. *TESOL*, Atlanta, USA.
- **Farrelly, R.** 2018. Designing and Implementing Teacher-led, Inquiry-based Teacher Development. *NNETESOL*, Durham, New Hampshire, USA.
- **Farrelly, R.** & Liscio, J. 2018. Defining, Perceiving, and Achieving Success: The Student Perspective. *LESLLA*, Palermo, Italy.
- **Farrelly, R.** 2018. Promoting Teacher-Led Professional Development for Remote Regions. Africa *TESOL*, Dakar, Senegal.
- Lypka, A., Sun, Y., Custodio, B., & **Farrelly, R.** 2018. Building Partnerships to Foster Advocacy Work with Refugee Background Students. Interest Section Intersection Panel: RCIS, SRIS. *TESOL*, Chicago, IL.

- Forbes, S., **Farrelly, R.**, & Rios, J. 2018. Culturally relevant personal stories and strategies to share them. Interest Section Intersection Panel: RCIS, ICIS. *TESOL*, Chicago, IL.
- Altherr Flores, J., **Farrelly, R.**, Johnson, R., & Montero, K. 2018. Refugee-Background Students with Trauma: Research, Pedagogy, and Community Resources. RCIS Academic Session. *TESOL*, Chicago, IL.

## Research and Publications

### (selection) Books

- Shapiro, S., **Farrelly, R.**, & Tomaš, Z. (2014). *Fostering international student success in higher education*. Book in series: ESOL for Different Professions. Alexandria, VA: TESOL Press.
- Shapiro, S., **Farrelly, R.**, & Curry, M. (Eds.) (2018). *Educating refugee-background students: Critical Issues and Dynamic Contexts*. Bristol, UK: Multilingual Matters.
- Neokleous, G., Krulatz, A., & **Farrelly, R.** (2020). *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. IGI Global.

### Edited Journal Volume

- 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).

### Journal Articles

- Liscio, J. & **Farrelly, R.** (2019). Exploring notions of success through the social and cultural capital of adult refugee-background students. In A. Cirocki & R. Farrelly (Eds.) (May 2019). [Special Issue]. *European Journal of Applied Linguistics and TEFL*, 8(1).

### Book Chapters

- **Farrelly, R.** & Fakhruddinova, 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.
- **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.
- Lindahl, K., Tomaš, Z., **Farrelly, R.**, & Krulatz, A. (2018). The value of service learning in L2 teacher preparation: Engaging in diverse contexts. In T. Meidl & M. S. Dowell (Eds.) *Service learning initiatives in teacher education programs* (pp. 103-125). IGI Global.

### Candidate's Statement

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?

My teaching commitments in the Department of Linguistics are growing beyond TESOL courses to include an Introduction to Linguistics and World Language Policies. As I dive deeper into socio linguistic/cultural/political issues related to language policy, language identity, and language education, I am confronted with the reality of my positioning as a white TESOL teacher educator preparing individuals to expand the reach of English – a racialized language fraught with

complex ties to an unquestionably troubling history. With this in mind, I am bringing a critical lens to the work my students and I do around curriculum development, instructional design, and community engaged learning. We are committing to a deep engagement with anti-racist and culturally responsive pedagogy and social justice themes. As TESOL professionals, we must ensure that we are aware of our responsibilities as stewards of world languages and cultures – that we constantly reflect on ways to empower learners as they strive toward their English language learning goals, while creating space for heritage language and home culture maintenance. As a leader in TESOL, I would strive to convey that the organization takes seriously the work we do, is committed to learning as much as possible about the needs of all stakeholders (e.g., learners, teachers, teacher educators, administrators, policymakers), and is dedicated to critical and contextually embedded professionalization of the field. In concrete terms, I plan to: network and use my platforms to share the work of the organization; attend and deliver useful PD sessions on critical issues in the field; and connect with, learn from and mentor TESOL professionals globally.