

Raichle Farrelly

University of Colorado Boulder
Boulder, Colorado, USA

Education

- PhD, Linguistics, University of Utah
- MA, Linguistics, University of Utah
- BA, Spanish, University of Utah

Professional Work Experience

- Director, TESOL Programs, Senior Instructor, University of Colorado, Boulder, CO, USA, (2019- present)
- EAL Instructor, International English Center, Boulder, CO, USA (2019-present)
- Assistant Professor, St. Michael's College, MA TESOL Program, Colchester, VT, USA (2015-2019)
- Assistant Professor, American University of Armenia, MA TEFL Program, Yerevan, Armenia (2013-2015)
- Higher Education Instructional Consultant, Center for Teaching & Learning Excellence, University of Utah, Salt Lake City, UT, USA, (2011-2013)
- ESL Tutor Coordinator, Guadalupe Schools, Salt Lake City, UT, USA (2011-2012)
- ESL Instructor, University of Utah, Salt Lake City, UT, USA (2004-2011)
- ESL Instructor, International Rescue Committee, Salt Lake City, UT, USA (2007-2008)

Professional Affiliation

- TESOL: member and frequent presenter (2008-2019); Chair, Refugee Concerns Interest Section (RCIS) (2018-2019); Past Chair, RCIS (2019-2020); Member-At-Large, Adult Education Interest Section (AEIS) (2017-2018)
- Northern New England TESOL (NNETESOL): Member (2016-present)
- Literacy Education and Second Language Learning for Adults (LESLLA): Member, Board of Directors (2018- present); Director of Communications (2018-2020)
- IATEFL: Member (2018-2019)
- Colorado TESOL (CoTESOL): Member (2019-present)

Research and Publications

- Co-Author, *Fostering International Student Success in Higher Education*, TESOL Press, 2014
- Co-Editor, *Educating Refugee-background Students: Critical Issues and Dynamic Contexts*, Multilingual Matters, 2018
- Co-Editor, Current Perspectives on Teaching English to Refugee-background Students, Special Issue for the *European Journal of Applied Linguistics and TEFL*
- Author and co-author of numerous journal articles, book chapters, and conference proceedings related to L2 teacher education, L2 teacher identity, teaching refugee-background students, reflective practice, and L2 teaching practicum.

Candidate's Statement

TESOL is a dynamic, multifaceted field that integrates the professional knowledge, skills, and dispositions of educators, researchers, policymakers and learners across continents and contexts. That is no small feat! This integration relies on leaders who promote collaboration and a commitment to maintaining a professional profile through standards-based practices, technological advancements, innovative curriculum and materials design, stellar teacher preparation, and a

profound sense of ethical responsibility to our learners, colleagues, and society. My experiences range from teaching English as an additional language to teacher education and curriculum design within the following contexts: K-12, academic and intensive English programs, community-based adult programs, refugee-serving organizations, and EFL contexts on three continents. My network within TESOL, therefore, is broad, and I will continue to expand that network by reaching out to TESOL Interest Sections, TESOL affiliates, and various other stakeholders. I would be honored to represent the expansive TESOL community in selecting future leaders of the organization.