

TESOL Speakers for Affiliate Events

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Debra Suarez

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

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.

Justin Shewell

Assistant Teaching Professor, Arizona State University, USA

Dr. Justin Shewell has a PhD in educational technology, and a masters in TESOL. He has worked with teachers from around the world, including Saudi Arabia, Morocco, Vietnam, Brazil, and Korea. Dr. Shewell is passionate about effective integration of technology in education, and recently has focused on the effective integration of Artificial Intelligence. He considers it his mission to help teachers use technology effectively to increase learning retention and transfer to the real world.

Dr. Shewell is the author of *100 Ways to Teach Language Online*, *50 Ways to Teach Online*, and *50 Ways to Learn a Language*. He has published several articles and book chapters on teaching with technology. He enjoys developing resources for teachers at his website, eslactivities.com, and is the creator of the Perception of Spoken English (POSE) Test, a one-of-a-kind speech perception diagnostic test for English learners. You can learn more about Dr. Shewell by visiting jshewell.com.

Areas of Expertise

Artificial Intelligence in Educational Contexts, Technology in Education, Materials/Curriculum Development, Distance/Online Education, Intensive English Programs, Learning Disorders/Special Needs, Speaking/Pronunciation, Teacher Education, Video and Digital Media, Vocabulary/Lexicon, Writing/Composition, Effective use of technology in language teaching, Effective use of technology in K-12 settings, Time-management with technology, Mobile technology in the classroom, Bring your own device (BYOD) in the classroom, Using video to improve student performance, Effective online instructional methods

Recent Presentations and Publications

1. Shewell, J. (2024, March 22). *Say "Hello!" to ChatGPT: Artificial Intelligence in the Classroom*. Presented as part of the 58th annual convention of the TESOL International Association, Tampa, Florida, USA.
2. Shewell, J. (November 2023). *Surviving the artificial intelligence revolution in education*. Presented virtually as part of the 8th Annual International Conference on English Language Teaching, sponsored by the Deanship of General Studies at Qatar University.
3. Shewell, J. (2023, March 24). *Inspire, Empower and Engage Students through Gamification in the Classroom*. Presented as part of the 57th annual convention of the TESOL International Association, Portland, Oregon, USA.
4. Shewell, J. (March 2022). *Three best practices in translanguaging with technology*. Presented as part of the 27th TESOL Arabia conference.
5. Shewell, J. (February 2021). *5 ways to empower students to learn online during a pandemic*. Presented live in a virtual format at the annual TESOL Kuwait Conference.
6. Shewell, J. (2018, March 29). *50 ways to improve your teaching*. Presentation at the 52nd annual convention of the TESOL International Association, Chicago, Illinois, USA.

Shelley Taylor

The University of Western Ontario, Canada

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. Yasmeeen Hakooz, Babujee Biswabandan & Wenmin Liang (August 20th, 2021).

Misty Adoniou

Adjunct Associate Professor, Education, University of Canberra, Australia

Misty Adoniou is an Associate Professor in Language, Literacy and TESOL at the University of Canberra and a Principal Fellow at the University of Melbourne. She works directly with primary schools and teachers, delivering in-service courses in teaching writing, spelling and grammar in meaningful and contextual ways. Her work in secondary schools focusses on teaching the specific language demands of the different disciplines, from the Sciences to the Visual Arts. Dr Adoniou has worked with schools all around Australia, as well as China, Hong Kong, Lebanon, Greece and the United States. She has delivered keynotes at conferences in the US, Australia, Argentina, Turkey, Hong Kong, Thailand, Greece, and the UK.

Misty also works in the field of adult refugee education and has conducted large scale reviews of refugee orientation programs for the International Organisation for Migration (IOM) and the Australian Government.

Areas of Expertise

Second language writing instruction; Spelling; Grammar (functional); Early reading instruction; Multimodal approaches to teaching English; New-arrivals and refugees; Vocabulary development; Primary and Secondary Education

Recent Presentations and Publications

1. Adoniou, M. (2020) **Spelling it out: how words work and how to teach them**. Cambridge University Press, UK.
2. Adoniou, Misty (2019) Literacy Leadership Research Brief **'Spelling and Assessment'**. International Literacy Association.
3. Naidoo, L., Wilkinson, J., Adoniou, M., and Langat, K (2018) **Refugee background students transitioning into Higher Education: managing complex spaces**. Springer, Australia
4. Adoniou, M. (2022) Project leader **Writing in the Middle Years** - Tasmanian Department of Education, Australia
5. Adoniou, M. (2019 – 2023) Project leader **Improving Writing Outcomes in the Primary School** - Melbourne Catholic Diocese schools, Melbourne Australia
6. Adoniou, M (2022) Keynote **Orientation programs for refugees post COVID-19 – back to the classroom** Humanitarian and Refugee Onshore Service Providers Conference, Federal Department of Social Services, Brisbane, Australia.
7. Adoniou, M (2020) Keynote **The Revolution will not be televised**, Primary English Teachers Association of Australia Annual Conference, Sydney November

Kisha Bryan

Associate Professor, Tennessee State University, USA

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)

Elisabeth Chan

Professor, Northern Virginia Community College, USA

Elisabeth Chan has over 15 years of experience as an English language educator, working with adult English learners in post-secondary institutes. She also has program administration experience and serves as the chair for her college's ESL discipline group. 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. She currently teaches in an English for Academic Purposes program at a U.S. community college, where most of her students come from West and North Africa, the Horn of Africa, Central Asia, and Central and South America.

Her current research and publications have focused on a breadth of topics, including best practices for postsecondary education, autoethnography, teacher identity, placement assessments at the community college level, ELT professionals' self-care, equity and belonging for ESL learners, culturally sustaining pedagogy, and advocacy for language access.

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. Community Colleges and ESL Placement: Examining Policies & Processes through an Equity Lens in de Jong, Dwyer, & Wilson-Patton *English Language Learners in the Southeastern United States: Considerations for Practice, Policy, and Advocacy* (in press)
2. Blending Tradition & Innovation Through Reflection & Relationality, WATESOL Conference (2023)
3. Courageous Conversations: Social Justice in ELT, TESOL France Colloquium (2023)
4. Radical (Collective) Self-care: Reflections for the Activist TESOL Educator, in Penton Herrera, Martinez-Alba & Trinh *Teacher Well-Being in English Language Teaching An Ecological Approach* (2023)
5. How Toxic Positivity Prevents Equity for ESOL Students: Getting Uncomfortable for the Sake of Equity, in Matias & Gorski *The Other Elephant in the (Class)room White Liberalism and the Persistence of Racism in Education* (2023)
6. Native-Speakerism and Racism in TESOL: A Collaborative Autoethnography, TESOL International Convention (2023)
7. Social Justice Skills for ELTs, ORTESOL Conference (2022)
8. Social Justice, Inclusion, and Radical Self Care: Reflections for English Language Educators, TESOL NS Conference (2022)
9. Counter-storytelling: Toward a critical race praxis for participatory action research, International Journal of Qualitative Studies in Education, (2021)
10. Moving TESOL Forward: Increasing Educators' Critical Consciousness through a Racial Lens, TESOL Journal, (2020)

Raichle Farrelly

Associate Teaching Professor, University of Colorado Boulder, USA

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) and a co-founder of Project Wezesha (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).

Larisa Olesova

Assistant Professor, University of Florida, USA

Larisa Olesova, PhD., is a Clinical Assistant Professor in the School of Teaching and Learning at the University of Florida. Her research focuses on distance education, specifically asynchronous online learning environments. Other areas of research and practice include aspects of online presence, the Community of Inquiry (CoI), instructional strategies and best practices in online teaching. She has authored or co-authored 1 book, 12 peer-reviewed journal articles and 11 book chapters to date in addition to other publications and have presented over 30 sessions at regional, state, national, and international conferences. Her contribution of research to practice is recognized by multiple awards by the Online Learning Consortium (OLC) Effective Practice Award in 2015, 2016, 2018, by the Association of Educational Communications and Technology (AECT) in 2011, 2012, 2015, 2019, 2022, by Blackboard Catalyst Award for Teaching and Practice in 2018, 2023, and by the American Educational Research Association (AERA) in 2023.

Areas of Expertise

Adult Education; Technology in Education; Distance/Online Education; English as a Foreign Language; Higher Education; Video and Digital Media; Instructional design; E-learning; Educational Technology; Non-native Speakers of English; Audio Feedback; Learning Analytics; Social Network Analysis; Cross-cultural Differences; Collaborative Learning; Group Work/Teamwork; Peer Feedback; Faculty Training and Professional Development; Faculty Consulting; Online Engagement; Online Interaction; Metacognition; Cognitive Learning

Recent Presentations and Publications

1. de Oliveira, L., & Olesova, L. (in press). Competencies applied to teaching an ESOL methods course moved to the online environment. In M.V. Dominguez, C. Buxton, & L.C. Gaibisso (Eds.), *Pedagogies for Equitable Access: Reimagining Multilingual Education for an Uncertain World. Promoting Culturally Sustaining Teachers and Teacher Educators*. Information Age Publishing.
2. Olesova, L., Boicu, M., Foxwell, H.J., & Rytikova, I. (2024, March). Transforming STEM education through inquiry-based collaborative approach: Examination of metacognition and cognitive presence. In *The ASEE (American Society for Engineering Education) Southeastern Section Annual Conference Proceedings*. Marietta, GA., United States.
3. Olesova, L., Alexeeva, N., & Emelyanova, Z. (2024). Approaches of PLEs implementation in Higher Education. In Y. Sun & X. Xiaoshu (Eds.), *The Development of Personal Learning Environments in Higher Education: Promoting Culturally Responsive Teaching and Learner Autonomy* (pp.195-210). Taylor & Francis Group, LLC Inc: Routledge. <https://doi.org/10.4324/9781003285243-20>
4. Sadaf, A., & Olesova, L. (2024). Strategies to promote cognitive presence in online courses: A 20-year systematic review of empirical research. In M. Cleveland-Innes, S. Stenbom, & R. Garrison (Eds.), *The Design of Digital Learning Environments: Online and Blended Applications of the Community of Inquiry* (pp.234-255) . <https://doi.org/10.4324/9781003246206>
5. Olesova, L., Garcia de Hurtado, B., & Yu, J. (2023). Careers in Higher Education for non-Faculty. In R. E. West & H. Leary (Eds.). *Becoming an LIDT Professional*. EdTech Books.https://edtechbooks.org/becoming_an_lidt_pro/nonfaculty_highered

Kate Mastruserio Reynolds

Professor of TESOL & Literacy at Central Washington University, USA

Dr. Kate Mastruserio Reynolds (Ed.D. 2000) is a Professor of Bilingual Education, TESOL and Literacy at Central Washington University. She has taught educators in the U.S. 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

Advocacy; Language and Content Integrated Instruction; Soft Skills Development in ELT; Literacy for MLEs; Teacher Education; Teachers' Classroom Research; Social Justice; Vocabulary/Lexicon; Teacher Leadership; Volunteerism in ELT; Speaking/Pronunciation; Standards; Technology in Language Learning; Materials/Curriculum Development for Low Resource Areas; Program Administration.

Recent Presentations and Publications

Books

- Reynolds, K. M., Mendoza Chirinos, G. M., Suarez, D., Effiong, O., & Kormpas, G. (Eds.) (2024, December). *Decentering advocacy in English language teaching: Global perspectives and local practices*. University of Michigan Press. <https://doi.org/10.3998/mpub.12806429>
- Reynolds, K. M., & Kuttig, K. (Eds.) (2024, July). *K-12 classroom research in language teaching and learning: Narratives for understanding and engaging in teacher research*. Taylor and Francis Publishing.
- Trinh, E., Reynolds, K. M., & Coda, J. (Eds.) (2024, March). *Teaching pride forward: Building LGBTQ+ allyship in English language teaching*. TESOL Press.
- Dikilitaş, K., & Reynolds, K.M. (Eds.) (2023). *Research methods in TESOL language teaching and learning*. Wiley.

Articles and Chapters

- Reynolds, K.M. (forthcoming). Vocabulary development in a literacy curriculum (From elementary to older ELs): An action plan. In Eileen N. Whelan Ariza (Ed.), *Not Just for ESOL Teachers*, fourth edition (pp. TBD). Kendall Hunt.
- Reynolds, K.M. (forthcoming). "There's no language in P.E." Why do I need to worry about language in a performance-oriented content class? In Luciana C. de Oliveira, Christine Coombe, and Abu Saleh Mohammad Rafi (Eds.), *Professional Learning and Development in Global Language Education Contexts*.
- Reynolds, K.M. (2024). Pretending everything was fine: Serving as a female leader in uncertain territory. In Doaa Rashed and Debra Suarez (Eds.), *Reimagining Influence in TESOL: Deconstructing Female Leadership Identity* (pp. 57-78). Brill.

https://doi.org/10.1163/9789004702196_006

- Reynolds, K.M. (2023). Transforming pre-service educators' preconceived ideas of teaching general education content through task-based hybrid instruction. In L. England, L.D. Kamhi-Stein, & G. Korpas (Eds.), *English Language Teacher Education in Changing Times* (pp. 112-124). Taylor & Francis.
- Reynolds, K.M., & O'Loughlin, J. (2018). Many ways to build a model: Content-Based ESL Instruction Models and Approaches in K-12. In Luciana C. de Oliveira (Ed.), *The Handbook of TESOL in K-12*. Wiley.

Presentations

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| December 6, 2024 | <i>The power of advocacy in English language teaching</i> . Invited keynote presentation with Bridget Schvarcz for TESOL Italy, Rome, Italy. |
| December 1, 2023 | <i>Research tasks for K-12 teachers</i> . Presentation for Tereconet: TESOL Research Collaboration Network, the National College of Education, Ho Chi Minh city, Vietnam, online. |
| November 1, 2023 | <i>Flipping language classes for engagement and deeper learning</i> . Presentation for Pharos University in Alexandria, Egypt. |
| September 18, 2023 | <i>Not your grandma's grammar: The role of grammar in content and language integrated instruction</i> . Invited Keynote Speech for Panama TESOL's 2023 virtual conference. |
| August 22, 2023 | <i>Communities based on knowledge: Cascading knowledge to enhance English language teaching</i> . Invited Keynote Speech for the U.S. State Department's Regional English Language Office—Cairo, Egypt, Ignite Conference. |
| May 21, 2023 | <i>Exploring pre-writing instructional strategies for content area writing</i> . Invited Plenary for the World of Learning & KGTESOL (online). |
| March 24, 2023 | <i>Teaching pride forward: Global LGBTQ+ allyship in ELT</i> . Invited book talk with Ethan Trinh and James Coda at the 58 th Annual Convention of TESOL International Association, Portland, Oregon. |

Leticia Araceli Salas Serrano

Professor-Researcher- Benemérita Universidad Autónoma de Puebla (BUAP) Mexico

Araceli Salas has a PhD in Language Science and an MA in ELT. Dr. Salas is a full-time professor and researcher at the Benemérita Universidad Autónoma de Puebla in Mexico, where she teaches in the undergraduate and postgraduate programs in ELT. Dr. Salas is also an Associate Editor of the MEXTESOL Journal. Her research interests are teacher education, female empowerment, discourse analysis and publishing. Dr. Salas has served in several roles in leadership in TESOL.

Areas of Expertise

Adult Education, Applied Linguistics, English as a Foreign Language, English for Specific Purposes, Higher Education, Non-native/Native English Speaker Issues, Teacher Education, Writing, and Composition

Recent Presentations and Publications

1. Guest Editor and article published for Nemytyra Journal, May 2024, Article "The Emotional Journey of Female Novice, Researchers in Mexico."
<https://revistascientificas.una.py/index.php/nemytyra>
2. Language Teacher Educators' Identity Construction through Teaching and Supporting Action Research: A Trioethnographic Study (2023), Darío Banegas, Vicent Beltran-Palanques & Araceli Salas. <https://journals.sagepub.com/doi/full/10.1177/00336882231212855>
3. A Resilience Path for English Teachers during Emergency Online Teaching (2022). <https://mail.e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/4603>
4. Presentation: "Experiences and challenges of NNESTs publishing in English," TESOL- Tampa, March 2024

Cynthia Wiseman

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

Cynthia S. Wiseman, EdD, currently teaches introduction to linguistics, structure of English, forensic linguistics, and introduction to sociolinguistics, as well as cross-cultural communication in an international context. Recent presentations and training seminars have included developing English proficiency for studying and working abroad, developing an outcome-based English curriculum, new trends in English teaching, creative writing, academic writing and publications, as well as emerging technologies in English language education, including AI. Prof. Wiseman 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. "Using ChatGPT," New York City Adult Basic Education (NYC ABE) Conference, New York, April 2024, Panelist.
2. "Did you use ChatGPT? Linguistic Analysis to Identify AI-generated Texts," TESOL 2024 Tampa, March 23, 2024, Co-presenter.
3. "ChatGPT and Pedagogy: Pedagogical Possibilities and Liabilities of AI," TESOL 2024 Tampa, March 21, 2024, Co-presenter.
4. "Did you use ChatGPT? Using Linguistic Analysis to Identify AI-generated Text (or not?)," NYSTESOL, Albany NY, November 2023. Co-Presenter.
5. "Friend or Foe: A multi-perspective Overview of AI Applied to ELT," ANUPI-COPEI, Huatulco, Mexico, November 2023. Panelist.
6. "Using Trauma-informed Pedagogy to Create a Culture of Care to Facilitate Learning," ANUPI-COPEI, Huatulco, Mexico, November 2023. Keynote Speaker.
7. "Artificial Intelligence (AI) and ChatGPT is the new (and not so new) flavor of the month!" ARTESOL Argentina TESOL, Virtual Presentation, June 4, 2023.
8. "Grading vs. Ungrading: But what's my grade?" ANUPI-COPEI International Conference 2022, Cancun, MX, 2023.
9. "The Creation of an Artificial Language to Facilitate Expression," ANUPI-COPEI 18th International Conference for English Teachers, 2021, Co-Presenter.
10. "Sound Affiliate Leadership Roles & Responsibilities," Affiliate Workshop, TESOL International 2020, July 22, 2020. Co-Panelist.
11. 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.
12. 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.

Juliet Mason

Head of Operations

Juliet Mason, CAE, is TESOL International Association's head of operations. Juliet earned her BS in business communications from the University of Maryland, University College, a graduate certificate in nonprofit management from George Mason University Schar School of Policy and Government, and her certified association executive (CAE) credential from the American Society of Association Executives. She has spent her 15+ year career advancing the mission of a variety nonprofit organizations. Within the education sector, she has previously worked for the National Association of College and University Business Officers (NACUBO) and the American Council of Foreign Language Teachers (ACTFL). Throughout Juliet's career, she has focused on building member value, strong affiliates, and community within associations.

Areas of Expertise

Association management; marketing and communications; volunteer relations; operations/action planning

Recent Presentations and Publications

1. Facilitator, Nonprofit Management, Africa ELTA TESOL International Association Leadership Training Workshop, May 2024
2. Guest Speaker, Revenue Diversification for Organizations: Generating Non-Dues Revenue Panel, Wiley, Inc. Impact Forum, November 2022
3. Panelist, Putting Data into Actionable Plans, Indiana Society of Association Executives, Membership Section Webinar, April 2021

Sarah Sahr

Head of Education and Events

Sarah Sahr, EdD, is head of education & events with TESOL International Association. Her professional career includes extensive experience as a teacher and administrator in various international settings, most notably as a Peace Corps Volunteer in Ethiopia, a school teacher/administrator with Ringling Bros. and Barnum & Bailey circus, and as an English language specialist with the U.S. Department of State. With a focus on in-service teacher development, Sarah has designed and managed several educational grants for the US Department of State (DOS), Peace Corps, US Citizenship and Immigration Services, Asia-Pacific Economic Cooperation, and the National Council for Accreditation of Teacher Education. She is a certified ashtanga yoga instructor, an avid reader, and a novice runner. She is lucky enough to have an amazing husband and cat who follow her around the world on her crazy adventures.

Areas of Expertise

Her research interests include online communities of practice/professional learning networks, teacher self-efficacy, combating teacher isolation, co-teaching practices, and translanguaging. She can give workshops on most K-12 areas, including but not limited to assessment, feedback, games, lesson planning, the 4 skills, task-based learning, SIOP, teacher evaluations, climate change, grammar, multiple intelligences, process language, and service learning.

Recent Speaking Engagements

The 6 Principles for Exemplary Teaching: A series of workshops

Amity University, Lucknow, India

May 2018

Amideast, Tunis, Tunisia

May 2021

Gulf Regional Innovative Teaching Conference, Mobile, AL, USA

July 2023

University Mohammed VI, Ben Guerir, Morocco

January 2024

Building Strong Association Leadership: A workshop for association management

U.S. Department of State, Panama City, Panama

November 2014

MexTESOL, Mexico City, Mexico

January 2016

US Department of State, Goa, India

December 2017

Africa ELTA, Cairo, Egypt

May 2024

Virtual Learning: A new normal

PakTESOL, first in a series of online events

May 2020

Jeff Hutcheson

Director, Advocacy & Public Policy

Jeff has served TESOL International Association's director for advocacy and public policy since May 2022, where he supports the ELT field and learners through policy education, skill-building workshops, grassroots campaigns, elevating awareness of advocacy efforts and the policies that impact the ELT profession. Jeff holds an MA in English with a concentration in TESOL from Western Kentucky University and has served the profession since his first teaching assignment at Satit Chulalongkorn University in Bangkok, Thailand. Professionally, Jeff has been a member of TESOL, EnglishUSA, TATESOL, and NAFSA Association of International Educators, holding leadership positions throughout his career, including VP of Advocacy with EnglishUSA in shepherding through the 113th U.S. Congress the 2010 English Accreditation Act. Jeff has also completed doctoral coursework through Peabody College at Vanderbilt University and has led English language program operations in the U.S., China, and the Middle East. Jeff has experience in developing transnational educational partnerships and supporting global student mobility.

Areas of Expertise

US Federal Policy, including legislation and appropriations; US State Policy; Grass roots campaigns and building advocacy campaigns from the local to the national level; Workshop training, including advocacy skills for the ELT professional; Accreditation for English Language Programs (ACCET); Transnational Education; Global Student Mobility

Recent Speaking Engagements

1. US Federal Policy Update, yearly at both the TESOL International Convention & Expo and the TESOL Advocacy and Policy Summit
2. AMTESOL Advocacy Workshop, January 2023
3. SETESOL/CarolinaTESOL Federal Policy and Advocacy Update, Fall 2022 (CarolinaTESOL) 2023 (SETESOL, with CarolinaTESOL)
4. SATESOL Federal Policy and Advocacy Update, Fall 2022 and 202
5. NJTESOL/NJTESOL Spring 2023
6. State-level Advocacy and Policy Workshop (virtual), October 2023
7. Testimony before the Arizona State Board of Education, in support of MLE access to dual language instruction
8. UCIEP Advocacy Workshop, February 2023
9. Building transnational educational partnerships, TIE Chandigarh (India) 2022
10. Conflict resolution in the workplace, Rider University 2020