

RAICHLE FARRELLY

Department of Linguistics & International English Center
University of Colorado Boulder

PERSONAL INFORMATION

Name: Raichle (Rai) Farrelly
Rank: Teaching Associate Professor; Director, TESOL Programs
Department: Linguistics

University of Colorado Boulder

Hellems 290
295 UCB
Boulder, CO 80309

EDUCATION

- 2012 *PhD in Linguistics*, University of Utah, 2012
Dissertation Title: *Emerging from the Echo Chamber:
An Activity Theory Perspective on L2 Teachers of Adult Emergent Readers*
- 2003 *Master of Arts in Linguistics*, University of Utah, 2003
TESOL Certificate, University of Utah, 2003
- 1997 *Bachelor of Arts in Spanish*, University of Utah, 1997

ACADEMIC POSITIONS

- 2019- present **Associate Teaching Professor & Director of TESOL Programs**, Department of Linguistics,
University of Colorado Boulder
Responsibilities: administer and teach in the TESOL Program, develop courses
Associate Teaching Professor, English as an Additional Language, International English
Center, University of Colorado Boulder
- 2015-2019 **Assistant Professor**, Department of Applied Linguistics, Saint Michael's College *Additional
Responsibilities*: Practicum Coordinator, PreK-12 EL Endorsement Coordinator, PreK-12
Student Teacher Supervisor
- 2013-2015 **Assistant Professor**, MA TEFL Program, American University of Armenia *Responsibilities*:
preparing teachers of English as a foreign language; courses: L2 Curriculum Design, Intro to
TEFL Methods, Teaching EFL Reading and Writing, Teaching EFL Listening and Speaking,
Teaching Language Skills I & II, L2 Practicum, L2 Internship, Capstone (MA Thesis and
Design Project)
- 2012-2013 **Higher Education Instructional Consultant**, Center for Teaching and Learning Excellence,
University of Utah
Responsibilities: designing and implementing teaching and learning workshops for faculty
across disciplines, observing faculty teaching, consulting with faculty about teaching practices
and student course feedback.)
- 2011-2012 **ESL Tutor Coordinator**, Guadalupe Schools
Responsibilities: testing and placement of adult English language learners in free ESL classes,
supervising six groups of learners and their tutors, designing lesson plans for groups of
learners to be implemented by the tutors)
- 2007-2008 **ESL Instructor**, International Rescue Committee
Responsibilities: teaching English to newcomers with refugee status from Burundi and Burma)

2004-2011 **Graduate Teaching Assistant**, Department of Linguistics, University of Utah
Responsibilities: teaching courses in the ESL program, the MA TESOL Program, and with University Neighborhood Partners; courses: Academic Writing, ESL Psychology, Pronunciation, Academic Skills, Strategies and Techniques for Teaching, L2 Methodology, L2 Teaching Practicum, Teaching English to Adult Emergent Readers, Survival English, English Literacy)

PUBLICATIONS

Books

Shapiro, S., **Farrelly, R.**, & Tomaš, Z. (2023). *Fostering international student success in higher education* (2nd Ed.). TESOL Press.

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.

Edited Books

Cirocki, A., Farrelly, R., & Sapp, T. (Eds.) (forthcoming). *Developing materials for innovative teaching and sustainable learning: A guide for ELT professionals*. Springer.

Cirocki, A., **Farrelly, R.**, & Buchanan, H. (In Press). *Continuing Professional Development of TESOL Practitioners: A Global Landscape*. Springer.

Neokleous, G., Krulatz, A., & **Farrelly, R.** (2020). *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. IGI Global.

Shapiro, S., **Farrelly, R.**, & Curry, M. (Eds.) (2018). *Educating refugee-background students: Critical Issues and Dynamic Contexts*. Bristol, UK: Multilingual Matters.

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).

Farrelly, R. (2017). Collaborative inquiry in the LESLLA context: Reflecting on self to make sense of practice. In A. Cirocki & T. S. C. Farrell (Eds.). Special Issue: Reflective Practice in the ELT Classroom. *The European Journal of Applied Linguistics and TEFL* 6(2), 41-63.

Cirocki, A. & **Farrelly, R.** (2016). Research and reflective practice in the EFL classroom: Voices from Armenia. *Eurasian Journal of Applied Linguistics* 2(1), 31-56.

Farrelly, R. (2014). Exploring tensions in the mediated activity of teaching L2 adult emergent readers. *The European Journal of Applied Linguistics and TEFL* 3(1), 151-165.

Farrelly, R. (2013). Converging perspectives in the LESLLA context. *Apples - Journal of Applied Linguistics* 7(1), 25-44. Retrieved from <https://jyx.jyu.fi/dspace/handle/123456789/41930>

Tomaš, Z., **Farrelly, R.** & Haslam, M. (2008). Designing and implementing the TESOL teaching practicum abroad: Focus on interaction. *TESOL Quarterly* 42(4), p. 660-664.

Book Chapters

Mwinuka, W. & **Farrelly, R.** (In Press). Continuing professional development in Tanzania: Best practices and challenges. In A. Cirocki, R. Farrelly, & H. Buchanan (Eds.) *Continuing Professional Development of TESOL Practitioners: A Global Landscape*. Springer.

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.

Farrelly, R., Shapiro, S., & Tomaš, Z. (2017). Creating the conditions for productive dissonance: An inclusive pedagogical framework. In A. Lee, and R. D. Williams (Eds.) *Engaging dissonance: Developing mindful global citizenship in higher education. Innovations in Higher Education Teaching and Learning, Vol. 9*, 25-42. Emerald Publishing Limited.

Proceedings

Pettitt, N., **Farrelly, R.**, & Elson, A. (Eds.) (2020). *Literacy and Second Language Learning for Adults (LESLLA). Proceedings of the 15th Annual Symposium*. Pittsburgh, PA: Literacy Pittsburgh.

Farrelly, R., Fankhauser, K., Schneider, A., Suarez, R., & Teleen, S. (2017). Inquiry-based professional development: An empowerment model for LESLLA teacher development. *Low-educated adult second language and literacy acquisition (LESLLA). Proceedings of the 11th Annual Symposium*. Granada, Spain: Universidad de Granada.

Farrelly, R. (2013). Converging perspectives in the LESLLA context. In T. Tammelin-Laine, L. Nieminen, & M. Martin (Eds.), *Low-educated adult second language and literacy acquisition. Proceedings of the 8th Annual Symposium* (pp. 23-45). Jyväskylä: University Library of Jyväskylä.

Invited Publications

Farrelly, R. (2018). Lesson planning for teaching pronunciation. *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: Wiley & Sons, Inc.

Shapiro, S., **Farrelly, R.** (2018). “What can we learn from listening to the voices of refugee-background students?” Invited blog post for Multilingual Matters.
<https://channelviewpublications.wordpress.com/2018/06/05/what-can-we-learn-from-listening-to-the-voices-of-refugee-background-students/>

Shapiro, S., **Farrelly, R.**, & Tomaš, Z. (2016). “Promoting Global Citizenship in Daily Teaching.” Invited blog post for National Council of English Teachers.
<http://blogs.ncte.org/index.php/2016/01/promoting-global-citizenship-daily-teaching/>

Additional Contributions

Farrelly, R. (2016). To you, from me, with sarcasm. In J. Rucynski (Ed.) *New ways in teaching with humor*. Alexandria, VA: TESOL Press.

CONFERENCE PRESENTATIONS

Keynote, Plenary, Featured, Invited Speaker Opportunities

Farrelly, R. 2023. Global Collaborations to Promote Language Learning and Teacher Development. Featured Speaker. *Korea TESOL Conference*, Seoul, Korea.

Farrelly, R. 2023. Exploring World Englishes to Enhance Learners' Oral Skills. Featured Speaker. *Korea TESOL Conference*, Seoul, Korea.

Farrelly, R. 2022. Instructional Innovations for Change: Promoting Global Citizenship through ELT. Keynote Speaker, *Panama TESOL Conference* (Virtual).

Farrelly, R. 2021. Leveraging Learner’s Experience to Develop Print Literacy. Featured Speaker, *Association Internationale de Linguistique Appliquée (AILA) Conference* (Virtual).

Farrelly, R., Honigsfield, A., Neto, O., & Ross, M. 2021. Social Justice Topics in Our Schools and Communities (panel). Invited Speaker, *Northern New England TESOL (NNETESOL)* (Virtual).

Farrelly, R. 2020. Engaging and Empowering Students with a Backwards Design Approach. Invited Speaker, *Utah Adult Education Fall Conference*, Salt Lake City, UT (Virtual).

Farrelly, R. 2020. Leveraging Adult Learners’ Experiences to Develop Print Literacy. Invited Speaker, *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.

Farrelly, R. 2012. Converging Perspectives in the LESLLA Context. *LESLLA*, Jyväskylä, Finland.

Farrelly, R. 2012. Communities of Practice: Connections and Collaborations in the EFL Context. National Conference for Teachers of English (*NTC*), Instituto Guatemalteco Americano, Guatemala City, Guatemala.

National/International

Farrelly, R. & Gutierrez Lorenzo, A. 2022. Cultivating an attitude of abundance to promote linguistic diversity. *Colorado TESOL (CoTESOL)*, Denver, CO, USA.

Farrelly, R., Renfrow, A, Grayson, B., DeSousa, S., & Pitts, G. 2022. Cultivating teacher expertise and language learning through international collaborations. *Colorado TESOL (CoTESOL)*, Denver, CO, USA.

Farrelly, R., Egan, P., & Sanders, C. 2022. Cultivating critical teacher identity awareness for ethical antiracist practice. Workshop. *TESOL*, Pittsburgh, USA.

Krulatz, A., Christison, M., Xu, Y., Farrelly, R. & Lindahl, K. 2022. Breaking up with monolingual bias in TESOL through PD. Panel Session. *TESOL*, Pittsburgh, USA.

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).

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, USA. (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. *NETESOL*, 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, USA.

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, USA.

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, USA.

Lindahl, K., Farrelly, R., & Tomas, Z. 2017. Enriching Multicultural Practices in Second Language Teacher Education Programs. *National Association of Multicultural Education (NAME)*, Salt Lake City, UT, USA.

Farrelly, R. 2017. Hatujambo! LESLLA Teachers and Learners Building Community on Common Ground. *LESLLA*, Portland, OR, USA.

Shapiro, S. & Farrelly, R. 2017. Innovations in Educational Research in Refugee Resettlement Communities. *LESLLA*, Portland, OR, USA.

Bigelow, M., Egan, P., Altherr Flores, J., & Farrelly, R. 2017. Teaching Adult Emergent Readers. Interest Section Intersection Panel: AEIS, ALIS, RCIS. *TESOL*, Seattle, WA, USA.

Lindahl, K., Tomas, Z., Krulatz, A., Farrelly, R., Ka, M. 2017. Engaging with diverse contexts: Enriching practices in teacher education programs. *TESOL*, Seattle, WA, USA.

Farrelly, R. 2017. 'Reflect for ESOL' - A New Horizon for Language Learning and Capacity Building. *Africa TESOL*, Kigali, Rwanda.

Farrelly, R., Tomas, Z., Bollinger, J. 2016. Balancing the Benefits of University-Community TESOL Partnerships: Win-Win. *TESOL*, Baltimore, MD, USA.

Morin, J., Wrigley, H., Reimer, J., Farrelly, R., & Brice, C. 2016. Teaching Writing to Adult Low Literacy Students: Research to Practice. TESOL Intersession: Adult Ed, Second Language Writing, and Refugee Concerns Interest Sections. *TESOL*, Baltimore, MD, USA.

Farrelly, R. 2016. Power to the People: Teacher-led Inquiry for Professional Development. 1st Annual *Africa TESOL*, Khartoum, Sudan.

Farrelly, R., Teleen, S., Suarez, R., Schneider, A., & Fankhauser, K. 2016. Inquiry-based professional development: An empowerment model for LESLLA teacher development. 12th Annual *LESLLA Symposium*, Granada, Spain.

Farrelly, R. 2015. Feedback from the Feedback: Teacher Educators' Growth. *TESOL Arabia*, Dubai, UAE.

Cirocki, A. & Farrelly, R. 2015. Research and Reflective Practice in the EFL Classroom: Voices from Armenia. *TESOL*, Toronto, Canada.

- Farrelly, R., Tomas, Z., Bollinger, J. 2015. Positive Partnerships: The Impact of University-Community Collaborations in the LESLLA Context. *LESLLA*, St. Augustine, FL, USA.
- Farrelly, R. & Manvelyan, L. 2014. Introducing Co-Teaching for EFL Pre-Service Teacher Development. *TESOL Arabia*, Dubai, UAE.
- Hiller, K., Lind, S. & Farrelly, R. 2013. Exploring the International Undergraduate Experience: Harmonizing Voices, Honoring Differences. *TESOL*, Dallas, TX, USA.
- Farrelly, R. 2012. Activity Theory as a Qualitative Research Tool for Empowerment. International Congress of Qualitative Inquiry (*ICQI*), University of Illinois, Urbana-Champaign, IL, USA.
- Farrelly, R. & Vinogradov, P. 2012. Professional Development for Teachers of Adult ESL Emergent Readers: Reflection, Innovation and Implementation. International Reading Association (*IRA*) Chicago, IL.
- Farrelly, R. 2012. (Em)Power in the Classroom: Privileging Student Voice in Course Design. *POD Network Convention*, Seattle, WA, USA.
- Farrelly, R. 2012. TED Talks in the EFL Classroom: Fostering Global Citizenship. *NTC*, Instituto Guatemalteco Americano, Guatemala City, Guatemala.
- Farrelly, R. 2012. Exploring the Classroom (Em)Power Paradigm Through Activity Theory. *Lily International Conference on College Teaching*, Oxford, OH, USA.
- Farrelly, R. 2012. Discovering ‘Self’ Between Idea and Implementation: An Odd Tale of 10 FLCs. [Poster] *Lily International Conference on College Teaching*, Miami University, Oxford, OH, USA.
- Farrelly, R. 2011. Contextualizing Teacher Knowledge and Practice. *LESLLA*. Minneapolis, MN, USA.
- Kleckova, G., Farrelly, R., Tomaš, Z. 2010. Instructional Materials in TESOL Practicum: Supporting Preservice Teachers’ Lesson Planning. *TESOL*, Boston, MA, USA.
- Farrelly, R. & Marsh, K. 2010. Young ELLs as Adult ESL Materials Designers: Imagine That! *TESOL*, Boston, MA, USA.
- Lindahl, K., Fox, N., Markovic, J., Farrelly, R., & Tomaš, Z. 2009. A Collaborative Approach to Materials Design. *International Conference on Language Documentation and Conservation*, Honolulu, HI, USA.
- Farrelly, R. 2009. Mama Teacher: The Many Roles of ESL Teachers of Adult Refugees” *TESOL*, Denver, CO, USA.
- Farrelly, R. 2009. Why Forge Alone? Partnerships for Unified Refugee Integration. *TESOL*, Denver, CO, USA.
- Tomaš, Z., Farrelly, R. & Haslam, M. 2008. Designing and Implementing Practicum Abroad. *TESOL*, New York, NY, USA.

State/Local

- 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. & Brown, S. 2017. “TESOL Talks”: Adult and higher education. *Student Conference on Language Teaching*, St. Michael’s College, Colchester, VT.
- Farrelly, R. 2015. The International Student Experience: Theirs to Share, Ours to Embrace. Saint Michael’s College *Social Sciences Research Colloquium*, Colchester, VT.
- Farrelly, R. 2013. Fostering Global Citizenship with TED Talks. *British Council Conference*, Yerevan, Armenia.
- Farrelly, R. 2012. Sharing the Power: A Community of Learners from Day One. *SOTE*, Orem, UT.
- Farrelly, R. & Tolman, A. 2012. Learning Communities: Obstacles and Successes. Scholarship for Teaching and Engagement Conference (*SOTE*), Orem, UT.
- Farrelly, R. 2011. Teaching Pre- and Low-Literate Adult ELLs: An Ethnographic Case Study of the Implementation of L2 Teacher Preparation into Classroom Practice. University of Utah College of Education Graduate Student Poster Session.
- Farrelly, R. 2011. Classroom-Based Assessment of L2 Adult Emergent Readers. *I-TESOL*, Salt Lake City, UT.
- Lopez, J., Mohamed, A., Akhonzada, L., Garcia, E., & Farrelly, R. 2010. Bridging the Cultural Gap between Schools and Communities. Winter Counselors’ Conference, Salt Lake Community College, SLC, UT.

Workshops, Consulting and Guest Lectures

- Farrelly, R. 2023. “Humanizing Communication for Successful Interactions.” Guest Speaker. Sustainable Community Development Clinic, University of Colorado Boulder Law School.
- Farrelly, R. 2020. “Teaching Linguistically Diverse International Students.” Workshop for Graduate Instructors, Department of Linguistics, University of Colorado, Boulder, CO.
- Farrelly, R. 2020. “Building Community in the Online Class.” Workshop for the Student Academic Success Center, University of Colorado, Boulder, CO.
- Farrelly, R. 2020. “Leveraging Learner Experience: Pedagogical Scaffolding to Promote Meaning Making.” Workshop for faculty at the International English Center, University of Colorado, Boulder, CO.
- Farrelly, R. 2017. “Cross-Cultural Incidents to Promote Cultural Competence.” Workshop for MOVE service volunteers at St. Michael’s College, Colchester, VT.
- Farrelly, R. 2016, 2017. “English Language Learners in the K-12 Classroom.” Guest lectures (x3) in undergraduate courses for Education Department at St. Michael’s College, Colchester, VT.
- Farrelly, R. 2016, 2017. “Navigating the American Classroom.” Workshop for incoming international students at St. Michael’s College, Colchester, VT.
- Farrelly, R. 2016, 2017. “Working with International Students.” Workshop for library and IT student staff at St. Michael’s College, Colchester, VT.

Farrelly, R. 2016. "Exploring Privilege with Students--Diversity and Inclusion in the Classroom." Invited panelist in the Classroom Environment session at Pedagogy Day, St. Michael's College, Colchester, VT.

Farrelly, R. 2016. "Justice, Privilege, and Service." Workshop session for the MOVE Core Team Training at St. Michael's College, Colchester, VT.

Marshall, H., Farrelly, R., Evans, B., & Bauer-Ramazani, C. 2015. "Flipping the Language Classroom: Approaches, Challenges and Opportunities." Workshop for faculty and local teachers, Colchester, Vermont.

Kharapetyan, H. & Farrelly, R. 2014. "How to Avoid Plagiarism." American University of Armenia Student Workshop Series, Yerevan, Armenia.

Farrelly, R. 2013. "Adapting to the American Classroom." University of Utah, International Center New Student Orientation, SLC, UT.

Farrelly, R. 2013. "Responding to and Supporting Second Language (L2) Writers." University of Utah Teaching Workshop Series, SLC, UT.

Farrelly, R. & Brehl, B. 2013. "Teaching and Learning for the College of Engineering." Workshop for all Teaching Assistants in the College of Engineering. University of Utah, SLC, UT.

Farrelly, R. 2013. "On the Flipside: Active learning approaches for the f2f portion of a flipped class." A session for the Teaching and Technology Symposium. University of Utah, SLC, UT.

Farrelly, R., Hiller, K., Swain, C., & Klahr, S. 2013. "Teaching Linguistically and Culturally Diverse Learners." 3-Day Summer Institute for Faculty hosted by the Center for Teaching & Learning Excellence and the International Center. University of Utah, SLC, UT.

Farrelly, R. 2013. "Strategic Instruction in Higher Education." American University of Armenia Faculty Workshop Series, Yerevan, Armenia.

Farrelly, R. & Volfova, M. 2012. Teacher Training Workshop: Teaching Beginning Learners of American Indian Languages. Conference on Endangered Languages & Cultures of Native America (*CELCNA*), Center for American Indian Languages (CAIL), SLC, UT.

Farrelly, R. 2012. "Incorporating Active Learning in the Classroom." University of Utah Annual Teaching Symposium, SLC, UT.

Farrelly, R. 2012. "Increasing Student Responsibility for Learning." University of Utah Annual Teaching Symposium, SLC, UT.

Farrelly, R. 2012. "Language and Intercultural Competence for Effective Communication." Guest Lecture in the College of Social Work, University of Utah, SLC, UT.

Farrelly, R. 2012. The Refugee Experience. Invited panelist for the College of Social Work, University of Utah, SLC, UT.

Farrelly, R. 2012. K-12 Schools and Community Development. Invited panelist with University Neighborhood Partners, University of Utah, SLC, UT.

Farrelly, R. 2012. "The Teaching Dossier." A workshop for graduate students to develop their teaching philosophy, CV and teaching portfolio. University of Utah, SLC, UT.

Farrelly, R. 2012. "Assessment and Grading in Political Science." A workshop for a Political Science TA Seminar. University of Utah, SLC, UT.

Farrelly, R. 2012. "Active Learning". A training workshop for the Undergraduate Student Experts on Teaching (USET) Program. University of Utah, SLC, UT.

Farrelly, R., Knell, E., & Hudson, B. 2010. Teacher Training Workshop: Teaching Beginning Learners of American Indian Languages. Conference on Endangered Languages & Cultures of Native America (CELCNA), Center for American Indian Languages (CAIL), SLC, UT.

Farrelly, R. & Hudson, B. 2009. Teacher Training Workshop: Teaching Beginning Learners of American Indian Languages. Conference on Endangered Languages & Cultures of Native America (CELCNA), Center for American Indian Languages (CAIL), SLC, UT.

Lindhal, K., Fox, N., Markovic, J., Farelly, R., & Tomaš, Z. 2009. A Collaborative Approach to Materials Design. University of Utah Department of Linguistics Colloquium

Farrelly, R., Bridge, S., Hudson, B., Marsh, K., Markovic, J., Khvtisiashvili, T. 2009. Interdisciplinary Collaboration for Indigenous Language Maintenance. University of Utah Department of Linguistics Annual Student Conference, SLC, UT.

Mai, T., Lopez, J., Mohamed, A., Tut, J., Eh, P., & Farrelly, R. 2009. Bridging the Cultural Gap between Schools and Communities. Troubled Youth Conference, Snowbird, UT.

TEACHING, TEACHER EDUCATION, AND CURRICULUM DEVELOPMENT

Courses

Colorado Department of Education (2022)

EDU 134: Teaching English as an Additional Language to Adults (ESL and ABE educators statewide)
EDU 133: Supporting Learners in Adult Basic and Secondary Education

University of Colorado Boulder, Department of Linguistics (2019- present)

SLA and TESOL Principles and Practices (undergraduate and graduate)
Teaching Second Language (L2) Oral Skills (undergraduate and graduate)
Structure of English (Pedagogical Grammar) (undergraduate and graduate)
TESOL Practicum (undergraduate and graduate)
World Language Policies (undergraduate)
Introduction to Linguistics (undergraduate)
Academic Oral Skills for International Students (undergraduate and graduate)

University of Colorado Boulder, International English Center (2019 – 2021)

ESL Reading Level IV
ESL for University of Colorado Employees

Saint Michael's College, Applied Linguistics Department (2015 - 2019)

Introduction to L2 Teaching Methods (undergraduate and graduate)

Intercultural Communication (undergraduate)
Introduction to Language Teaching (undergraduate and graduate)
Foundations of Linguistics (graduate)
ESOL in the Content Areas (graduate)
Practicum I (graduate)
Practicum II (graduate)
Teaching Adult Emergent Readers (graduate, undergraduate and community members)
Teaching Refugee-background Students (graduate)
Student Teacher Supervision (graduate)

American University of Armenia, MA TEFL Program (2013-2015)

Introduction to TEFL Methods
Curriculum Development and English for Specific Purposes
Teaching Language Skills I
Teaching Language Skills II
EFL Teaching Internship (supervisor)
EFL Teaching Practicum
Capstone (Master's Thesis and Design Project)

University of Utah, Center for Teaching and Learning Excellence (2011-2013)

Teaching in Higher Education (graduate)

University of Utah Department of Linguistics (2002-2010)

L2 Strategies and Techniques (undergraduate and graduate)
Cross-Cultural Communications (undergraduate)
L2 Methodology (undergraduate and graduate)
TESOL Practicum abroad (co-designed and co-taught) (undergraduate and graduate)
TESOL Practicum (graduate)
Teaching ESL to Adult Emergent Readers (graduate and community members)

Teacher Education, Instructor Professional Development and Curriculum Design

Saint Michael's College (2015-2019)

- Initiated and co-designed a new portfolio assessment for the MA TESOL Program
- Redesigned our second language teaching methods course to incorporate practicum experience
- Designed new courses for the MA TESOL Program: Teaching Adult Emergent Readers; Teaching Refugee-background Students
- Designed and delivered a fully online version of Intercultural Communication

American University of Armenia (2013)

- Designed and delivered workshop for all faculty
- Consulted with faculty development center (Institutional Research Office)

University of Utah Center for Teaching & Learning Excellence (2011-2013)

- Delivered several faculty development and preparing future faculty workshops
- Co-designed and delivered a 3-day summer institute for faculty entitled: Teaching Linguistically and Culturally Diverse Students

University of Utah Department of Linguistics (2002-2010)

- Collaborated with a colleague to develop and teach a service-learning teacher training course for ESL

teachers of adult emergent readers (funded through a Service Learning Professorship awarded to Dr. MaryAnn Christison) (2009-2010)

- Collaborated to restructure ESL curriculum at UNP Hartland (2006-2009)
- Designed several ESL and Linguistics courses (syllabi, text selection, activity design and assessment) (2002-2007)
- Aligned ESL writing program with University writing program (2006)

TEACHING, TEACHER TRAINING, AND CURRICULUM DEVELOPMENT - OTHER

U.S. Department of State English Language Specialist Program (2022)

- Selected as an EL Specialist for a virtual post to Panama
- Delivered the closing plenary at the annual Panama TESOL conference; talk title: *Instructional Innovations for Change: Promoting Global Citizenship through ELT*.
- Coordinated and collaborated with the President of Panama TESOL and the Assistant to the Regional English Language Officer at the U.S. Embassy in Panama City.

Colorado Department of Education (2021-2023)

- Contracted to develop 7 online course modules for a professional development course entitled EDU 134: Teaching English as an Additional Language (EAL) to Adults
- Contracted to develop 7 online course modules for a professional development course entitled EDU 133: Supporting Learners in Adult Basic and Secondary Education
- Designed asynchronous courses for Colorado-based EAL and Adult Basic Education instructors and program directors
- Delivered course with 40 participating instructors of adult English learners across the state of Colorado

University of Colorado Boulder Education Abroad (2021-2022)

- Developed a Global Seminar entitled Exploring Social Justice through English Language Teaching in Armenia
- Participated in course development, establishing partnership with the American University of Armenia, setting timeline for travel, instruction, and excursions, and recruiting of students through presentations.

U.S. Department of State English Language Specialist Program (2021)

- Selected as an EL Specialist for a 2-month virtual post to the Republic of Korea
- Delivered workshops for teachers in the Republic of Korea addressing topics of *Post-pandemic Trends in ELT* and *Promoting Global Citizenship through ELT*
- Coordinated and collaborated with the EL Specialist coordinator at the U.S. Embassy in Seoul.

Vermont Adult Learning & Vermont Refugee Resettlement Program (2016)

- Delivered two professional development study circles for community-based ESL teachers (Spring 2016 (@ 8 session), Fall 2016 (@ 4 sessions))
- Coordinated meetings, provided research and reflection materials, facilitated discussions

United States Peace Corps, Armenia (2014)

- Reviewed, edited, revised EFL teacher education modules
- Delivered 10 EFL teacher training sessions for newly arrived Peace Corps volunteers

Utah State of Office of Education (2009-2011)

- Collaborated with colleagues to design and teach workshops for adult ESL educators through a grant from the Center for Adult English Language Acquisition (CAELA)

- Developed and delivered workshops for ESL teachers of adult emergent readers

University of Utah University Neighborhood Partners (2005-2010)

- Taught community-based ESL classes for adults with refugee and immigrant status at literacy, low-high beginner and intermediate levels
- Served as cooperating teacher to pre-service teachers in Adult Ed ESL program at UNP Hartland

Shoshone Project, University of Utah & Center for American Indian Languages (2009-2010)

- Developed, delivered and supervised teacher education workshops for Shoshone tribes
- Trained Western Shoshone elders to teach their native language in the community

Project “New Eyes” Sušice, Czech Republic (2007, 2009)

- Collaborated with colleagues to design and implement an L2 teacher education practicum abroad
- Provided teacher education workshops for in-service EFL teachers
- Monitored and evaluated undergraduate students completing L2 practicum abroad

English and Foreign Languages University (EFLU), Hyderabad, India (2008)

- Collaborated with Dr. MaryAnn Christison to edit and compile modules for a training of trainers manual to be used at EFLU

International Rescue Committee (2007- 2008)

- Taught ESL to preliterate adults with refugee status from Burundi and Burma

American Language Program International, Santiago, Dominican Republic (2005)

- Taught practicum course for pre-service EFL teachers
- Collaborated with instructors on course design and implementation

English Language Institute (ELI) at the University of Utah (2004)

- Taught intensive week-long courses for Japanese teenagers from Shibaura High school
- Responsible for class preparation, assessment, extra curricula activities

PROGRAM DIRECTOR/ADMINISTRATIVE EXPERIENCE

University of Colorado Boulder, Department of Linguistics (2019-present)

- Served as TESOL Program Director, responsible for curriculum design, oversight of TESOL certificate programs, advising TESOL students, and establishment of a new TESOL track within the Linguistics major and a new TESOL minor.

Saint Michael’s College, Applied Linguistics Department

- Served as Practicum Coordinator, responsible for monitoring and evaluating teaching practica in the MA TESOL Program and establishing partnerships with international institutions to provide our students with practicum experiences abroad. (2015-2019)
- Coordinator of PreK-12 Endorsement track within the MA TESOL Program (2018-2019)

American University of Armenia (2013-2015)

- Served as Practicum Coordinator, responsible for monitoring and evaluating teaching practica in the MA TEFL Program and establishing partnerships with local schools, language programs and community-based nonprofit organizations.

University of Utah Center for Teaching and Learning Excellence (2012-2013)

- Served as program director for **Teaching Assistant Scholars Program**, supervising a cohort of ten graduate students developing project to add to the scholarship of teaching and learning and benefit the greater University community
- Served as director of newly launched **Faculty Learning Community (FLC) program**, offering FLCs around eleven unique topics for faculty to engage in exploration and dissemination of information related to teaching and learning in higher education
- Developed a curriculum assessment plan for the University School of Medicine
- Consulted on development of modules for a Geology Department course on Mars
- Developed CTLE resources website (constructed 18 wiki pages; see ctle.utah.edu/resources)

Girls Education International, Executive Director (2016-2019); Communications Director (2019 – 2021)

- Raised funds in excess of \$200,000
- Managed budget, oversaw organization operations in Pakistan and Tanzania, managed social media accounts and website, and guided Board of Directors in monthly meetings

Project Wezesha Co-Founder and Director (2009-present)

- Raised funds in excess of \$130,000
- Supervised programs (scholarship program, school building project)
- Traveled to Tanzania annually for in-country negotiations with local and regional government leaders

Project New Eyes Practicum Coordinator (2007, 2009)

- Assisted in recruiting students and assessing program outcomes
- Arranged practicum appointments
- Organized community language courses

Graduate Student Advisory Committee Co-Chair (2005)

- Arranged student travel reimbursement
- Invited speakers and arranged professional talks

PROFESSIONAL SERVICE

Leadership in Organizations

2022-2025	Member, TESOL International Association Board of Directors
2022-2025	Board Liaison to the TESOL Research Professional Council
2023-2025	Board Liaison to the TESOL Refugee Concerns Interest Section
2021-2022	Co-Chair, CoTESOL Socio Political SIG
2021-2022	Member, Colorado TESOL (CoTESOL) Board of Directors
2020-2021	Member, TESOL International Association Nominating Committee
2018-2020	Director of Communications, LESLLA
2019-2020	Past-Chair, TESOL Refugee Concerns Interest Section
2018-2019	Chair, TESOL Refugee Concerns Interest Section
2017-2018	Chair-Elect, TESOL Refugee Concerns Interest Section
2016-2017	Member at Large, TESOL Refugee Concerns Interest Section
2016-2017	Member at Large, TESOL Adult Education Interest Section

Reviewer and Editor Roles

2014-2015;	The International Research Foundation for English Language Education (TIRF); Reviewer
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2017-2022 of applications for doctoral dissertation awards
 2022 *Literacy Education and Second Language Learning for Adults (LESLLA)*, 2021 Symposium Proceedings Reviewer
 2020-present *Africa TESOL Newsletter*, Member of Editorial Board

2021 *Fulbright National Screening Committee*, English Teaching Assistant Award Reviewer for 2022-2023 award cycle
 2021 *EBSCO Information Services*, Article Reviewer. Title: "How Understanding English Linguistics Improves Instruction for English Learners"
 2020 *Literacy Education and Second Language Learning for Adults (LESLLA)*, Pittsburgh Proceedings, Co-Editor
 2019-2020 *Linguistics Vanguard*, Article Reviewer
 2019 *Literacy Education and Second Language Learning for Adults (LESLLA)*, Palermo Proceedings Reviewer
 2019 *TESOL Quarterly*, Article Reviewer
 2018-2019 *TESOL International Association*, Proposal Reviewer for Advocacy and Social Justice Strand

2012-2016 *Journal of International Students*, Associate Editor
 2018-2019 *Journal of International Students*, Reviewer
 2018 *SAGE Open*, Article Editor
 2015 *Qualitative Research*, Reviewer
 2012 *To Improve the Academy, POD Network*, Proceedings Reviewer
 2012-2013 *To Improve the Academy, POD Network*, Proposals Reviewer
 2012 *Low-Educated Second Language and Literacy Acquisition (LESLLA)*, Minnesota Proceedings Reviewer

University, College, & Department Service

2020-2022 Member, ASSETT Faculty Fellows, CU Boulder
 2020-2021 Member, Making Teaching and Learning Visible, CU Boulder
 2019-2020 Member, Faculty Scholars Group for International Success, CU Boulder
 2019 Faculty leader on SMC MOVE service trip to Guatemala
 2015-2017 Member, Practicum Committee, Applied Linguistics Dept., Saint Michael's College
 2016-2017 Member, Curriculum Committee, ELP, Saint Michael's College
 2016-2019 Member, Campus Climate Committee, Saint Michael's College
 2016-2019 Member, Community Engaged Learning Committee, Saint Michael's College
 2016-2017 Member at Large, TESOL Adult Education Interest Section
 2016-2017 Faculty leader for SMC Connects
 2015-2016 Member, Diversity Working Group, Saint Michael's College
 2016 Faculty leader on SMC MOVE service trip with Habitat for Humanity
 2013-2014 Member, Faculty Senate, American University of Armenia
 2014-2015 Secretary, Executive Committee, Faculty Senate, American University of Armenia
 2013-2014 Member, Study Abroad Committee, American University of Armenia
 2013-2014 Member, Extension Committee, American University of Armenia
 2014-2015 Co-Chair, Student Learning Committee, American University of Armenia
 2014-2015 Faculty Advisor, Undergraduate Student Council, American University of Armenia
 2014-2015 Member, Ad Hoc Committee on Faculty Excellence in Research and Teaching, American University of Armenia

2013 Developed an open course for faculty invested in teaching linguistically and culturally diverse learners, American University of Armenia
 2012 Volunteer at POD Convention, Seattle

- 2012 Designed and implemented a teaching resources website for the University of Utah Center for Teaching & Learning Excellence
- 2005 Co-Chair, Graduate Student Academic Committee (GSAC)

Advising and Mentoring

Doctoral Dissertation Committees

Iuliia Fakhruudinova (2022-present). “*The Negotiated Identities of Refugee-background Adults in Boston Resettlement.*” PhD Candidate, University of Massachusetts Boston.

Master’s Thesis Committees

- Rebecca Wheeler (2021). “*Perception of Foreign Directed Speech.*” MA Linguistics, University of Colorado Boulder.
- Liubov Tsabei (2020). “*The application of the game-based learning platform Kahoot! for teaching listening and speaking skills in the Russian language classroom.*” MA Russian Studies, University of Colorado Boulder.
- Iuliia Fakhruudinova (2019). “*Personal Narratives: Exploring Language Development through Orality and Literacy Practices of Refugee Background Youth.*” MA TESOL, Saint Michael’s College.
- Aram Ali (2019) “*Exploring the Rate of Teacher Talk in the L2 Classroom.*” MA TESOL, Saint Michael’s College.
- Atheer Hasak Al-Mayyahi (2019) “*Aviation English: A Discourse Analysis.*” MA TESOL, Saint Michael’s College.
- Janet Liscio (2018). “*Exploring Notions of Success through the Lens of Capital and Funds of Knowledge Among Adult Refugee-background Populations.*” MA TESOL, Saint Michael’s College.
- Megan Hoffman (2017). “*Including Multiple Literacies in the Classroom: An Investigation of the Everyday Literacy Practices of Two Refugee Background Students.*” MA TESOL, Saint Michael’s College.

Master’s Comprehensive Exam Committees

Eduardo Montes Romero (2021). MA Hispanic Linguistics, University of Colorado Boulder.

Undergraduate Honor’s Thesis Committees

- Abigail Renfrow (2023). “Global Englishes and the Native Speaker Standard in EAL Classrooms.” MA Linguistics, University of Colorado Boulder.
- Eliza Smith (2022). “Language as a Facet of Identity: The Cases of Catalonia and Kurdistan.” International Affairs, University of Colorado Boulder.

COMMUNITY SERVICE

- Board Member, Girls Education International, 2009-2022
- Communications Director, Girls Education International, 2019-2021
- Executive Director, Girls Education International, www.girlsed.org, 2015-2019
- Volunteer English as an Additional Language (EAL) teacher of adult refugee background students, Vermont Refugee Resettlement Program, 2016-2019
- Founder and Director, Project Wezesha, www.projectwezesha.org, 2009-present
- Board member, Technology for Tomorrow nonprofit, 2018-2019
- Volunteer judge at Armenian Regional and National Poetry Competitions, Yerevan 2015

- Speaker at Woodrow Wilson Elementary; paired US-based students with penpals in Tanzania; provided cultural backgrounder about Tanzania, including aspects of education, daily life and the environment 2012
- Screened a documentary film (A Small Act) to promote girls education in Liberia and fundraise for Girls Education International in conjunction with International Women's Day 2011
- Screened a documentary film (Pray the Devil Back to Hell) to promote girls education in Liberia and fundraise for Girls Education International in conjunction with the International Day of Peace 2009
- Blog Coordinator & Writer for four humanitarian organizations: Trivani Foundation, Kaberamaido Cooperative, Girls Education International and Project Wezesha 2009-2010

HONORS AND AWARDS

- Invited to serve on the 2021-2023 Fulbright U.S. Student Program National Screening Committee
- Elected for a 3-year terms on the Board of Directors for the TESOL International Association, 2021
- Selected for the TESOL International Association Nominating Committee, 2020
- Selected as an English Language Specialist, US Department of State English Language Programs, Korea 2021
- Selected for ASSETT Faculty Fellows, CU Boulder 2020-2022
- Co-edited book *Educating Refugee-background Students: Critical Issues and Dynamic Contexts* listed among 3 finalists for the AAAL Book Award in 2020
- Invited Speaker at the TESOL International Convention, Atlanta, GA, USA 2019
- Invited Keynote Speaker at the NNETESOL Conference, New Hampshire, USA, Nov 2018
- Invited Featured Speaker at the 3rd Annual Africa TESOL, Senegal, May 2018
- Recipient of the Politi International Travel Award 2016, 2017, 2018
- Teaching Excellence Award (finalist), American University of Armenia, 2015
- Editor's Choice Award for outstanding performance as associate editor, *Journal of International Students in Higher Education*, 2014
- Invited keynote speaker at the LESLLA 2012 Symposium in Finland
- Invited plenary speaker at the IGA NTC 2012 Convention in Guatemala
- Invited guest speaker at the Students for Students International annual fundraiser, 2012
- Designated as a US State Department English Language Specialist, 2011
- Nonprofit Academy for Excellence Certificate, Professional Education Certificate, 2011
- CBIZ MHM (Mayer Hoffman McCann) Scholarship for the Nonprofit Academy for Excellence, 2010
- M.S. Eccles Grant to fund community-based ESL teaching position, 2007-2009
- University of Utah Teaching Assistantship, 2001-2002, Fall 2004-Spring 2007

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Africa ELTA (formerly Africa TESOL)
 American Association of Applied Linguistics (AAAL)
 Association Internationale de Linguistique Appliquée (AILA)
 Colorado TESOL (CoTESOL)
 International Reading Association (IRA)
 Literacy Education and Second Language Learning for Adults (LESLLA)
 National Association of Multicultural Education (NAME)
 New York TESOL (NYS TESOL)
 Northern New England TESOL (NNETESOL)
 Teaching English to Speakers of Other Languages (TESOL)
 TESOL Arabia

AWARDS AND GRANTS

Received at the University of Colorado Boulder

8/2022	\$9,000	Literacy Practicum in partnership with Prof. Kira Hall, CU Boulder Outreach & Engagement
8/2021	\$9,000	Literacy Practicum in partnership with Prof. Kira Hall, CU Boulder Outreach & Engagement
5/2020	\$750	Making Teaching and Learning Visible, Faculty Community of Practice
5/2020	\$3000	ASSETT Faculty Fellows

External Grant Applications

2017	Partnership Program with North America (PNA). “Cultivating higher academic attainment, language and knowledge development in EFL teachers: An interdisciplinary collaboration between NTNU, St. Michael’s College and Vermont Adult Learning.” (Proposal not recommended for funding. Requested \$33,000.)
2017	US-Russia Peer-to-Peer Dialogue Program. “Collaborating through time and space: A Professional Development Model. (Proposal not recommended for funding. Requested \$60,000)