

Getting Ready: English Preparation for Translation and Interpretation

This summer, students seeking to refine their English skills before matriculating to the Translation and Interpretation program — or any other graduate program on campus — enrolled in English Preparation for Translation and Interpretation (EPTI), a six-week program designed for advanced-level English speakers.

“The students who come to this program are generally more linguistically savvy,” said instructor Lisa Leopold, “because the focus in their profession is usually language, versus business or policy.”

This summer’s students were among the first to work with eLearning Moodle, the institute’s electronic or virtual learning management system where students and faculty are able to discuss and collaborate on course projects electronically.

Teaching assistants (TA) were introduced for each language represented: Chinese, Japanese, and Korean. TA Adam Fritz actually worked with the Japanese EPTI students from his home in Japan through the use of Moodle and the audio tool called Yackpack.

“We’re excited,” said Bob Cole, EPTI coordinator and director of the Teaching & Learning Collaborative, “by the new possibilities that the deployment of the eLearning Moodle and Yackpack create for teaching and learning beyond the traditional classroom environment.”

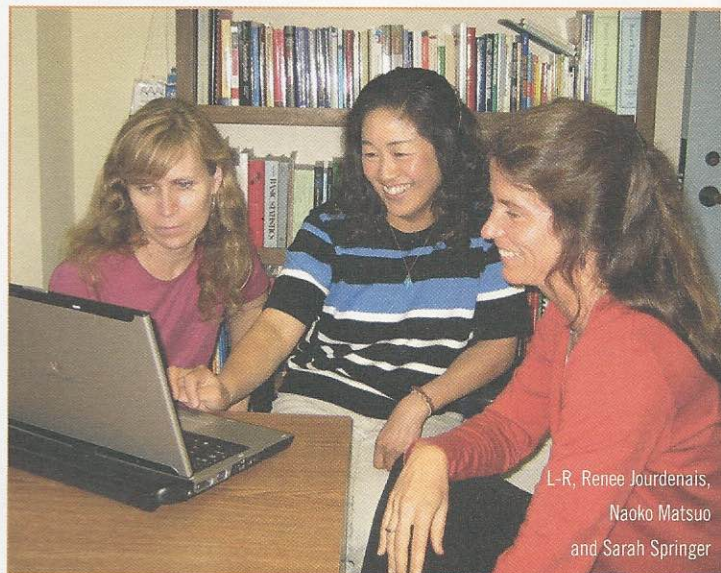
TESOL Turns 25

Since the 1980s, the Monterey Institute’s Graduate School of Language and Educational Linguistics has been growing and changing while maintaining its place as one of the country’s premier master’s degree programs in language teaching.

Kathi Bailey began to teach within the program in 1981, transforming it from a few courses into a world-class master’s program in Teaching English to Speakers of Other Languages (TESOL). Soon, a second master’s program in Teaching Foreign Language (TFL) was added, followed by certificate programs in Computer-Assisted Language Learning and Language Program Administration.

Twenty-five years later, the Monterey Institute is well established as a leader in the field of language-teacher education. Full-time faculty numbers eight instructors, who keep abreast of the continuously evolving fields of TESOL and applied linguistics through professional projects and innovations.

“The certificate programs,” said Bailey, “are for students who want to broaden their education and go beyond their master’s degree to specialize in a certain area. We found that graduates were often proficient in language assessment and curriculum design but not in the marketing, accounting, and budgeting necessary to the success of their programs. This is an interdisciplinary curriculum developed with our



L-R, Renee Jourdenais,
Naoko Matsuo
and Sarah Springer

international policy and business schools.”

As the Institute’s relationship with Middlebury College and the implementation of a new strategic plan progress, TESOL/TFL and Language Studies faculty have been at the forefront of an

environments such as Moodle, an electronic learning management system.”

In recent years, innovative courses in cross-cultural communication and second-language learning, taught in partnership with German universities, were

“Twenty-five years later,
the Monterey Institute is well established
as a leader in the field
of language teacher education.”

effort to extend access to Monterey Institute language and language teaching programs to an online audience.

“Once a course is designed and organized for delivery in a virtual learning environment,” said instructor Bob Cole, “it will need to be taught in what is called a blended or hybrid mode of instruction. This approach combines the usual face-to-face class sessions with electronic

initiated by TESOL/TFL professor Leo van Lier. This year, exciting new projects in hybrid and online language and language teaching courses have been initiated by Spanish Professor Vicki Porras, Japanese Professor Naoko Matsuo, and TESOL/TFL professors Kathi Bailey, Renee Jourdenais, and Peter Shaw, aided by Language Technology experts (and TESOL alumni) Bob Cole and Sarah Springer.

In this Issue:

- The James Martin Center for Nonproliferation Studies • Stilwell Scholarship celebrates 25 years
- M2 master’s candidate Kristin Rock • Alumna Mae Johnson receives award

Master's Candidate Kristin Rock

A portrait of affiliation

KRISTIN ROCK WASN'T ENTIRELY SURE WHY SHE WANTED TO LEARN SPANISH. BUT SHE DID. She wanted to study it, she wanted to speak it, and someday, she might even want to teach it. A student at Bethany University in Scotts Valley, Calif., her schedule was loaded with 19 units of social science courses, and the college didn't offer courses in Spanish. Yet nearby Cabrillo College did, so she enrolled in night classes from Monterey Institute alumna Marci Cobo, MATFL '97.

Two years later, Rock has become the model of the Middlebury-Monterey affiliation as she pursues simultaneous master's degrees from the two schools: a Spanish degree at Middlebury College and a TESOL degree from the Monterey Institute. We caught up with Kristin as she was heading to Middlebury for the summer session.



Kristin Rock

Q: How did you learn about Middlebury's study-abroad program?

A: I WENT THROUGH SPANISH IV AT CABRILLO COLLEGE and was scheduled to graduate Bethany in spring '05, but I saw a poster in my Spanish class with tear cards for Middlebury's study-abroad program. So I took one and applied to spend five months in Spain. Soon after, I was contacted by Middlebury and was told I was ineligible for the program since I didn't have a Spanish literature class on my transcript. My heart was set on going, so I requested a phone interview in Spanish with an admissions rep and literally talked my way in.

Q: What was the biggest challenge you faced in preparing for the study-abroad program?

A: I FIRST HAD TO COMPLETE MY BACHELOR'S DEGREE A SEMESTER EARLY SO I COULD GET TO SPAIN. Once I got there, it was really hard, and I wanted to quit. Most of my prep had been conversational, and now it was really academic. The first couple of days, my notes were just words on the page, whatever I could catch. Toward the end of the semester, I had most of what the professor was saying; pages of full sentences.

Q: Why did you choose to apply to Middlebury to complete your master's in Spanish?

A: WHILE I WAS IN SPAIN, I LEARNED BY PERUSING MIDDLEBURY'S WEB SITE THAT THEY OFFERED A MASTER'S PROGRAM IN SPANISH. So I applied and began the summer program in 2005. When I was at Middlebury I also learned, through a recent graduate, about the master's programs at the Monterey Institute. I thought about applying to MIIS because I could see the connection between what I was studying at Middlebury and what I could learn at MIIS for a career in teaching language. I was thinking about joining the Peace Corps—I had already been accepted—but I also had been accepted to teach Spanish in Guatemala.

Q: What ultimately led you to study at the Monterey Institute of International Studies?

A: I HAD BEEN TO GUATEMALA AND LOVED IT, SO I DECIDED TO GO TO CENTRAL AMERICA, where I began filling out my application to the Monterey Institute. I was looking at MIIS before the two campuses affiliated, and then they did it. I had already thought this out; I was already affiliating the two. Middlebury's language school takes place in the summer, and MIIS runs during the school year, so I can fit it in. I will graduate from MIIS in May 2008 with a Master's in TESOL and will graduate from Middlebury in August 2008 with a Master's in Spanish.

And Arabic Makes Eight

The Graduate School of Translation and Interpretation, one of the leading T&I schools in the world, has offered master's-level translation and interpretation programs in all the official languages of the United Nations except Arabic.

Until now.

Responding to a widely identified need for Arabic translators and interpreters, Dean Chunyan Bao and his Institute colleagues will launch the Master's Arabic-English Translation and Interpretation program in fall 2008.

"Spoken by 200 million people, Arabic is one of the most widely used languages in the world and an official language of the United Nations," said Bao. "International organizations, including the UN and the European Union, government agencies in the United States and other countries, as well as businesses, have a strong need for qualified translators and interpreters."

Given GSTI's long-reputed tradition for the breadth of its language offerings, it is natural for the school to add Arabic. With this new program, GSTI will offer four master's degrees in eight languages: Arabic, Chinese, French, German, Korean, Japanese, Russian, and Spanish.

Photographer: Randy Tunnell