INSIDE THIS ISSUE:

Stay Connected  2
Letter from the Director  3
Program Calendar  4
Upcoming Workshops  6
Alumni Spotlight  8
New Graduate Programs  11
Student Spotlight  13
New Students  18
Faculty Spotlight  20
Recent Graduates  21

Newsletter Editors: Elise Gorman and Sharla Branscombe
Stay Connected with AU TESOL!

Upcoming Events

TESOL Socials
Join us in the TESOL office (Letts Lower Level, Suite 5) once a month to snack and chat with current AU TESOL students, professors and alumni! We always meet on Thursdays from 4:00pm-5:15pm.

Fall 2013 Social Dates:
September 26, October 24
November 14

End of Semester Potluck
Celebrate the season, the end of the semester, & our December grads with AU TESOL students, faculty, & staff.

Thursday, December 5
4:00pm-5:15pm
Letts Lower Level Conference Room

“LIKE” US ON FACEBOOK!
Stay up to date on the latest AU TESOL happenings, catch links to current issues in the field, and browse the picture gallery of past events. Put your two cents in as well!
Dear AU TESOL Community,

Welcome back for another exciting and busy academic year!

This year, we welcomed a diverse cohort of new Master’s and Graduate Certificate students who bring to our program their various cultural, linguistic, and professional backgrounds. You can read their profiles on pp. 19 and 20. It is also our pleasure to welcome two new TESOL faculty members – Dr. Rosalind Ruth Roberts-Kohno and Dr. Jisook Paik. Dr. Roberts-Kohno and Dr. Paik come to the TESOL Program with extensive expertise in linguistics, applied linguistics, and teacher training and with vast experience in English language education in many countries of the world.

This academic year is promising to be busy and full of events. This fall, we will conclude our professional development series on bilingual/multilingual education with the Fall Workshop focusing on pedagogies of translanguaging practice led by Dr. Suresh Canagarajah on Saturday, October 12. The conclusion of this series, however, does not mean that we will stop exploring and discussing the topic of bilingual/multilingual education. With the start of the new MA program in Bilingual Education in Fall 2014 (School of Education, Teaching, and Health), we know that these conversations will be ongoing. In addition, our next theme of learner differences, student empowerment, and language policy will definitely touch on this important topic and will build on the conversations and discussions we had during 2011-2013 academic years. In summer 2014, Dr. Bonny Norton and Dr. Christina Higgins will come to AU TESOL to lead a three-day workshop on the role of identity in language education (June 13-15). We will also hold other events that will explore various aspects of student empowerment. And of course, do not forget to join us for our annual pronunciation workshop Call ‘Em As You ‘Ear ‘Em lead by our own Dr. Robin Barr on January 25!

We are also excited to continue our long-term collaborative relationship with the Center for Applied Linguistics (CAL) and recent partnership in planning and organizing professional development events at AU. Our fall and spring workshops and lectures are cosponsored with CAL.

Another exciting development for our program is the launch of the online Master’s program in Teaching English as a Foreign Language (TEFL) that will start in January 2014. The curriculum of this program is specifically focused on preparing English language professionals to work in various public and private institutions outside of the US. With this global focus and online delivery, we welcome applicants of diverse cultural, social, and linguistic backgrounds from around the world. For more details and to request program and application information, please go to http://www.american.edu/cas/tesol/ma-tefl.cfm.

We look forward to seeing you at our program events in fall and spring and of course at AAAL and TESOL International conferences in Portland, OR in March!

I wish you all a productive and exciting academic year and look forward to seeing you soon.

With warm wishes,

Polina Vinogradova
Director, TESOL Program
Gym it (v.)
[dʒɪm ɪt]
To work out at the gym
“Do you want to gym it with me?”

Rana Ghaleb
Program Administrative Assistant

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Reception</td>
<td>Tuesday, August 27</td>
<td>4:30pm-5:30pm</td>
<td>MGC 245</td>
</tr>
<tr>
<td>Portfolio Session</td>
<td>Thursday, September 5</td>
<td>7:00pm-8:00pm</td>
<td>MGC 245</td>
</tr>
<tr>
<td>Program Social</td>
<td>Thursday, September 26</td>
<td>4:00pm-5:15pm</td>
<td>TESOL Program Office</td>
</tr>
<tr>
<td>Open House</td>
<td>Wednesday, October 9</td>
<td>6:30pm-8:00pm</td>
<td>MGC 247</td>
</tr>
<tr>
<td>Fall Workshop</td>
<td>Saturday, October 12</td>
<td>9:00am-2:00pm</td>
<td>MGC 3-5</td>
</tr>
<tr>
<td>Program Social</td>
<td>Thursday, October 24</td>
<td>4:00pm-5:15pm</td>
<td>TESOL Program Office</td>
</tr>
<tr>
<td>Program Social</td>
<td>Thursday, November 14</td>
<td>4:00pm-5:15pm</td>
<td>TESOL Program Office</td>
</tr>
<tr>
<td>End of Semester Potluck and Graduation</td>
<td>Thursday, December 5</td>
<td>4:30pm-5:30pm</td>
<td>Letts L.L. Conference Room</td>
</tr>
</tbody>
</table>
## Defur (v.)

To remove animal fur from clothing using a lint roller

“Every time before I go out, I have to defur myself.”

### TESOL Program Calendar

**Spring 2014**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Reception</strong></td>
<td>Tuesday, January 14</td>
<td>4:30pm-5:30pm</td>
<td>Letts L.L. Conference Room</td>
</tr>
<tr>
<td><strong>Portfolio Session</strong></td>
<td>Thursday, January 23</td>
<td>8:10pm-9:30pm</td>
<td>MGC 247</td>
</tr>
<tr>
<td><strong>Pronunciation Workshop</strong></td>
<td>Saturday, January 25</td>
<td>9:00am-2:00pm</td>
<td>Butler Boardroom</td>
</tr>
<tr>
<td><strong>Program Social</strong></td>
<td>Thursday, February 13</td>
<td>4:00pm-5:15pm</td>
<td>TESOL Program Office</td>
</tr>
<tr>
<td><strong>AU TESOL Luncheon</strong></td>
<td>March</td>
<td>TESOL International Convention</td>
<td>Portland, Oregon</td>
</tr>
<tr>
<td><strong>Categorical Pizza</strong></td>
<td>Tuesday, April 1</td>
<td>8:10pm-9:30pm</td>
<td>MGC 247</td>
</tr>
<tr>
<td><strong>Spring Workshop</strong></td>
<td>Saturday, April 12</td>
<td>9:00am-2:00pm</td>
<td>Butler Boardroom</td>
</tr>
<tr>
<td><strong>End of Semester Potluck and Graduation Celebration</strong></td>
<td>Thursday, April 24</td>
<td>4:30pm-5:30pm</td>
<td>Letts L.L. Conference Room</td>
</tr>
</tbody>
</table>
As scholars conceptualize multilingual competence in new ways, a term coming into prominence is translingual practice. The term helps us consider languages as always coming into contact, generating new forms and meanings through their synergy. This orientation helps us understand the ways in which people shuttle between languages and communities in their everyday interactions in the context of globalization, migration, and transnational relations. However, language teachers have raised important concerns about the relevance of this orientation to classroom activities and teaching. In this workshop, we will analyze transcripts of classroom interactions and literacy practices to consider the ways in which a translingual competence can be developed among students. We will also discuss questions relating to the social and educational appropriateness of these pedagogical approaches.

For more information, visit: http://www.american.edu/cas/tesol/news/workshop-fall.cfm

What’s the first sound in unicorn? In apple? [Hint: they aren’t vowels!] How many syllables are there in feel or file? Do you think that flour and flower sound alike? How about cot and caught? Writer and rider? Dr. Robin Barr, AU’s Linguist-in-Residence, will show you how to detect invisible consonants and missing vowels, and help you become more aware of the way you actually speak, as opposed to what you think you’re saying. Brush up on your phonetic transcription and features, and learn how to use phonetics as a tool for sharpening your ears and teaching your students more accurately. Then hang on tight as Dr. Barr takes you on a journey beyond vowels and consonants into syllables, rhythm, intonation, stress, linking, and even The Brain! Learn the suprasegmental tricks with rubber bands, kazoos, and songs that you can use to help your students become more comprehensible, even if they still have trouble distinguishing ship and sheep, or rake and lake. The workshop features entertaining, low-cost activities that you can use right away in your next class.

For more information, visit: http://www.american.edu/cas/tesol/news/workshop-pronunciation.cfm
Upcoming Workshops

Intensive Summer Workshop
“Language and Identity”
Bonny Norton and Christina Higgins
June 13-15, 9:00am - 5:00pm

The purpose of the workshop on language and identity is to explore current debates in the field of language education that address language as a social practice. Participants will investigate the way language constructs and is constructed by a wide variety of social relationships, including those between writer and reader, teacher and student, classroom and community, test maker and test taker, researcher and researched. Participants will consider how gendered/raced/classed identities are negotiated within such social relationships. They will also explore how social relations of power can both constrain and enable the range of educational possibilities available to both learners and teachers.

Bonny Norton is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. Her primary research interests are identity and language learning, critical literacy, and international development. In 2010, she was the inaugural recipient of the "Senior Researcher Award" by the Second Language Research SIG of the American Educational Research Association (AERA), and in 2012 was inducted as an AERA Fellow. The second edition of her book "Identity and Language Learning", will be published by Multilingual Matters in October. Her website can be found at http://www.educ.ubc.ca/faculty/norton/

Christina Higgins is an associate professor in the Department of Second Language Studies at the University of Hawaii at Manoa. She is a sociolinguist who is interested in the politics of language, multilingual practices, globalization, and identity. She utilizes discourse analytic, ethnographic, and qualitative approaches to study various facets of the global spread of English and multilingual identities. Her research explores the relationship between language and identity with reference to local and global forces, resources, and affiliations. She is the author of English as a local language: Post-colonial identities and multilingual practices (Multilingual Matters, 2009), co-editor (with Bonny Norton) of Language and HIV/AIDS (Multilingual Matters, 2010), and editor of Identity formation in globalizing contexts: Language learning in the new millennium (Mouton de Gruyter, 2011). Her website can be found at http://www2.hawaii.edu/~cmhiggin/
Alumni Spotlight

Our alumni have been very busy working on various interesting projects at the Center for Applied Linguistics (CAL). Read more to learn about how their experience in the AU TESOL Program shaped their careers and work today.

By Sharla Branscombe

The Center for Applied Linguistics (CAL) is a private, non-profit organization that was established in 1959. CAL works to identify, research and find solutions for real-life language-related issues, including those found in ESL and other foreign language classrooms. A number of AU alumni have found their professional homes working at CAL, in areas such as product and test development, teacher training, program support, and research in fields such as heritage languages and issues in K-12 education. Six of these alumni graciously agreed to an interview outlining their careers at CAL and how their experiences in AU TESOL have influenced their professional lives.

An important part of CAL is its development of certain products — such as assessments, books, and media — to help educators and learners better understand the language-learning process. AU TESOL grads have been involved in various stages of developing and implementing multiple projects like these. For example, when Bryan Woerner (MA TESOL, 2005) first started at CAL in February 2005, he worked in sales for CAL’s BEST Plus program. BEST Plus is an individually-administered, face-to-face oral interview used to assess the listening and speaking skills of adult learners. Test administrators are specially trained to conduct the interviews, in order to keep the assessment results reliable. Since beginning in sales eight years ago, Bryan has since moved beyond that initial position to providing trainings for BEST Plus, overseeing CAL’s network of BEST Plus trainers around the country, and having a hand in test development as well. Outside of BEST Plus, Bryan also gets the chance to travel around the U.S. and the world to do teacher trainings; he was most recently in Saudi Arabia. Bryan says he uses the knowledge he gained in the AU TESOL program “in the advice [he gives] to teachers about teaching methods, lesson planning, and making tasks as authentic and communicative as one can.”

PODER is another assessment tool. This one is exclusively being developed for World-Class Instructional Design and Assessment (WIDA). Guillermo Laya (MA TESOL, 2003) works as the test development coordinator for PODER, which will be an assessment tool for students learning academic Spanish in grades K-2. “I was drawn to this project because of its objective to provide parents and school administrators with a tool to better understand the language profile of bilinguals in academic settings,” Guillermo says. Although the development has been challenging, he adds that “the rewards will come when the assessment tool becomes operational.” One challenge of developing PODER has been the designing of test items that are appropriate for students in K-2, which requires ample support and collaboration from different experts in the field. Regardless of the obstacles,
Guillermo is excited to see the data collected from the PODER tool and how it will improve future test development once it is complete.

Of course, there are other developments other than assessments at CAL. Michal Panner (MA TESOL, 2012) is the business manager and translations coordinator for the Cultural Orientation Resource (COR) Center at CAL, and her office recently produced *Welcome to the United States: A Refugee Guide for Resettlement*. This book and its accompanying DVDs are currently available in five languages, with additional language versions planned for production this year. “The most rewarding aspect of my work is working with refugees,” Michal said, adding that she works with translators and voice talent, all of them refugees themselves. “It is fascinating to hear their stories—their experiences—and it’s always rewarding to see how eager they are to help other refugees.” When asked about her favorite memory from studying TESOL at AU, Michal replied, “Professor Linville’s classes and Dr. Barr’s Leadery course, Teaching Pronunciation” (emphasis hers).

In addition to their work in developing products and materials for a variety of audiences, AU TESOL alumni also play important roles in researching and supporting adult English programs. For example, Guillermo Laya still finds time, despite his busy schedule developing PODER, to teach in an adult ESL program. “Teaching adult ESL is one type of class that gets me the most,” Guillermo says, “This is an area that lacks … necessary funding and resources [and] relies heavily on volunteering and part-time support. Yet, it has students with the highest motivation to learn and achieve.”

DeAnna Coon (MA TESOL, 2013), who started at CAL this past May, works as a research assistant in the Adult English Language Education program area. She works to support adult English language learning programs. DeAnna is enjoying the vast variety of tasks that are keeping her busy in this new position, saying it keeps her on her toes and always learning new things. “I’m happy that my experience and education inform my current work so well,” DeAnna said in her email, “I feel like a solid contributor to the team while still being challenged with new duties and tasks.”

Deborah Kennedy (MA TESOL, 1989) has been working at CAL since 2005. She is the program director of the English for Heritage Language Speakers (EHLS) program. This program trains advanced English speakers (whose native languages include Arabic and Mandarin among others) to become effective communicators and strong candidates for jobs in the US government. Deborah is also the Associate Vice President for Adult English Language Education, meaning she now oversees all of CAL’s work in adult ESL. Having worked before as an administrator for an adult literacy program, adult education is an area Deborah feels passionate about. When asked about her most memorable or rewarding experience while teaching and working in the world of ESL, Deborah replied, “Only one? I have always found all of my work rewarding,” adding later that she has been able to accomplish her main goals as a TESOL professional at CAL.

AU TESOL Alumni Advice

“Graduate school ends at some point. It can be overwhelming, but it will end. Don’t give up and if something you try in the classroom doesn’t work, it doesn’t mean you don’t know what you’re doing. Sometimes, things don’t work the way you plan and you can learn from those instances.”
– Bryan Woerner

“I would recommend being aware of the trends shaping education in the US today. Academic and non-academic programs are revising their curriculum and how the content is being delivered to students. It is hard to find programs that offer only ESL classes; there is often a need for teachers who can teach in ... content areas.”
– Guillermo Laya
Alumni Spotlight, Continued

By far the most varied career history at CAL belongs to Joy Kreeft Peyton, who graduated with a Masters in Spanish and Linguistics in 1978, before AU had the current TESOL program. Joy started working at CAL in 1982 (while she was a PhD student at Georgetown), where she initially worked as a research assistant on a project about dialogue journal writing. Joy’s experiences have included research and professional development in K-12 programs, research in writing on computer networks at Gallaudet University, and a variety of research and support projects in adult education, including work with the National Center for ESL Literacy Education (NCLE) and the Center for Adult English Language Acquisition (CAELA) network. In 1996, Joy became Vice President at CAL, overseeing a number of areas, including adult ESL education, K-12 ESL education, heritage languages, and publications; she also oversaw IT services, products, and service lines. “My job was primarily to support, shape and expand the work of staff in these departments,” Joy explained. Currently, Joy is serving as a CAL Senior Fellow. When asked about the most challenging and rewarding aspects of her work, Joy’s reply was largely universal to just about any of us working as TESOL professionals: “The rewarding aspects of working at CAL are being able to be connected to so many areas and people working in the field of education and language learning. CAL has always represented for me a hub of connection with key issues and people and exciting new directions. The challenge is staying current and on top of all of the information and research that is coming out, staying connected in meaningful ways with those working in the field, and continuing to be able to make meaningful contributions” (emphasis hers).

Any TESOL professional will be able to recount the challenges in staying current and up-to-date on the developments in the ever-changing field. As such, we here in the AU TESOL program count ourselves lucky to have the connections we do in our alumni at CAL — colleagues well-versed and familiar in useful ESL texts, media, test development, teacher training, and current research in the field are certainly invaluable to us. A special thanks to Bryan Woerner, Guillermo Laya, Michal Panner, DeAnna Coon, Deborah Kennedy and Joy Peyton for sharing their experiences and advice with us.

(For information about the Center for Applied Linguistics and its programs outlined in this article, visit CAL’s website at: www.cal.org)

AU TESOL Alumni Advice

“Network! It’s important to meet with and talk to professionals from the field.” – Michal Panner

“Take advantage of the variety of opportunities DC provides while you’re here; you can teach in almost any setting imaginable. If you experiment in this way, you’ll also find your niche: which classroom setting is right for you as a teacher, or maybe you want to work in administration or advocacy instead.”

– DeAnna Coon

“Get all the life experience you can. Take every opportunity, even the ones that don’t seem particularly interesting or lucrative. The more experiences you have, the better you will be able to understand and connect with your students.”

– Deborah Kennedy

“While in school, study what you care about with extreme passion and dedication. The time in school is so short, and the resources are tremendously rich. Find the most devoted, exciting and accessible professors and staff, and learn as much as you can from them without fear or holding back (I wish I had been a bit more bold and engaged with professors while in school).”

– Joy Peyton
Online MA in TEFL
To be launched January 2014!

The online MA in Teaching English as a Foreign Language (TEFL) program is designed specifically for students interested in teaching English as a Foreign Language (EFL) in secondary schools, universities, and private language schools outside of the United States.

Students take one course during each 8-week session and may complete the MA in TEFL in eleven sessions (less than 6 semesters) of continuing coursework from locations in or outside of the United States.

Please visit www.american.edu/cas/tesol/ma-tefl.cfm for more information and to learn how to apply!
The graduate program in bilingual education prepares educators and policymakers to work in the field of bilingual education both domestically and internationally.

- MA in Bilingual Education
- Graduate Certificate in Bilingual Education

Students who participate in this program are able to focus in one of three areas of concentration:

- Master's in Teaching (K-12)
- International Training and Education
- Teaching English to Speakers of Other Languages (TESOL)

This allows participants to specialize in an area that prepares them to meet their own career goals and needs!

Please visit [http://www.american.edu/cas/seth/bilingual/index.cfm](http://www.american.edu/cas/seth/bilingual/index.cfm) for more information and to learn how to apply!
Student Spotlight

Two of our current students had a busy summer abroad choosing to complete their practicum requirements in EFL contexts (El Salvador and Guatemala). Read more to learn about how they spent their time and the challenges and rewards of living and teaching abroad.

**EFL Practicum: Teaching and Exploring in a New Culture**

**By Elise Gorman and Paige Reuber**

We both share an interest in learning new things, meeting new people, and traveling, so when we heard about the TESOL Program beginning to set up an EFL practicum component, we were excited about the possibility. Even though a formal program was not yet in place, we decided to jump at the chance to travel abroad and be the first MA TESOL students to complete our practicum in an EFL setting! Paige spent seven weeks in Guatemala and I (Elise) spent five and half weeks in El Salvador. Our teaching contexts were similar in that we both worked at Binational Centers (Paige: Instituto Guatemalteco Americano, IGA; Elise: Instituto Especializado de Nivel Superior Centro Cultural Salvadoreño Americano, IENS CCSA), but our student populations differed. I worked with university level students who are pursuing their bachelor’s degree in education with a concentration in English and ultimately want to become K-12 English teachers. Paige worked with adult students from various backgrounds who were motivated to learn English to get better jobs, earn promotions, read materials for their careers (e.g. engineering books or medical journals), complete university graduation requirements, or take university classes offered in English.

Our host programs expected us to be active participants by engaging in a mentoring process with a professional teacher and doing observations, instructional activities, lesson planning, and teaching—all assignments required for the completion of the teaching practicum. We embraced this opportunity and also got involved with the programs beyond practicum requirements.

**Elise:** I spent time teaching two classes of advanced level students. One class was my designated “practicum class” while I also designed and taught a mini-course entitled, “English and Culture through American Film” to a different small group of students. This was a fun class to teach because it was low-stakes and new for both the students and myself! After observing my practicum host instructor, I took the reins to teach six lessons for the practicum class, which I developed based on the objectives given to me. I designed all of my lessons using the program’s educational model, and covered topics such as storytelling, myths and legends, decision making, and interviewing. I also wanted to add my personal touch to the class and include activities that I particularly like: jigsaw, running dictogloss, fluid pairs, and silent movie viewing.

**Paige:** In my practicum class, I worked with a group of high beginner students between the ages of 19 and 34. Like Elise, I also formally taught six lessons in addition to doing observations and conducting instructional activities. The institution required that I use the Encounter, Clarify, Remember, Internalize, Fluently Use (ECRIF) format to plan my lessons. This format was described to me as a more learning-centered version of the Present, Practice, and Produce (PPP) method because it focuses on how students learn throughout the lesson instead of focusing on what the
teacher does throughout the lesson. For example, students encounter new language when describing a picture instead of having a teacher introduce new language through a picture description. In addition to my practicum class, I led an advanced English club, tutored a student, and substituted for different classes sometimes with, literally, only a moment’s notice. The English club was for students who participated in an advanced level English or TESOL preparation course at the IGA. Their goal was to increase fluency in English so I brought in a variety of conversation starters and jigsaws to engage students in pair, small group, and class activities. Some of the topics we discussed included cultural traditions, current events, relationships, stereotypes, capital punishment, and social issues facing Guatemala.

They say every teacher remembers their first class. For us, this was especially true. Paige: The students made my experience! They were dedicated and enjoyed participating in class, often making jokes and language learning fun. I was able to establish rapport with them relatively quickly. I was open to answering their questions, and I often circulated around the room to assist the students, especially the students who were struggling. Throughout the semester, I also introduced the class to some new activities such as using a rubber band to practice pronunciation. They responded to this strategy that I learned in Professor Barr’s pronunciation class (TESL 542!) with enthusiasm. Additionally, all of the students volunteered to stay after class throughout one week to be interviewed. I conducted these interviews as a requirement for the practicum to better understand my students and their learning needs. After completing the interviews, I definitely had a better idea about my students’ daily schedules, family life, use of English outside of the classroom, educational background, and future goals.

Elise: I am grateful for my students; they taught me more than I think I taught them. For me, rapport did not come so easily with my practicum class. My students were a tight knit community, which consisted of strong individual personalities. They were not shy to ask questions, offer their opinions, play off each other, and show enthusiasm or displeasure. When I stepped foot into the classroom, the students were unsure of having a new teacher that came with different expectations, lessons, and activities. I had been told this class was so challenging that another professor mid-year had refused to teach them any further. In the short amount of time I had, I worked hard to convince my students the value of my methods. I encouraged students to listen to their peers, engage in group work, and to try an activity before dismissing it. This challenge was a constant reminder to me that my students’ needs and interests must be at the forefront in all of my teaching. After I re-learned this valuable lesson by engaging in small talk with my students and observing their interactions with my host instructor, my rapport with the students and lessons increasingly went over well. In the end, my students told me which activities they liked and would like to try with their future class. In particular, they enjoyed playing games. They liked guessing a word written on a card as a warm-up activity and for a culminating activity, they liked responding to a question as a group when each person is only allowed to say one word at a time. They surprised me with a ‘thank you’ t-shirt (saying that I have received my Master’s in Salvador- no) and kind words. It was an ending I certainly did not expect!

Along with establishing relationships with students, we were able to establish connections with our colleagues. We frequently took part in
in faculty meetings, professional events, meals, and travel with our counterparts. **Elise:** My desk was stationed in the middle of the office staff area so I was fortunate to be constantly surrounded by both professional and non-academic dialogue. I fondly remember having several discussions at length over a mid-day snack with a fellow American teacher about the current Salvadoran education system and how it impacted our students and teaching. I was constantly getting advice on the correct format for the education model and would engage in playing friendly “devil’s advocate” with my host father on its value and effectiveness. He would even playfully say, “Oh, here we go... devil’s advocate!” Some of my favorite office memories are when the professors would quiz me on my Spanish. The faculty made it their personal mission to get my Spanish up to at least an intermediate level and would constantly point to random objects and ask, “What’s that??” I would receive a precious lollipop (they are some of the best I’ve ever tasted!), just as students would, when my Spanish noticeably improved. I also had an awkward moment when sharing the ‘Charlie Bit My Finger’ Youtube video with a few professors and trying to explain why it was so funny when I was the only person to think so! I also assisted my colleagues in professional development activities. For instance, I traveled with two colleagues to listen to their professional development presentations to teachers in rural communities, which helped me to learn more about the intricacies of their work.

**Paige:** My mentor teacher was the best! She warmly welcomed me into her classroom and was great about including me in activities. She was patient and taught me a lot about the IGA’s lesson plan format. During the second half of my time there, we often had lunch meetings to review my lesson plans or to discuss the strengths and weaknesses of the lessons I had taught. I was thankful for her insight!

We both lived with host families whose households consisted of young children. We were both able to practice our Spanish language skills, get an ‘inside look’ into a typical family’s daily life, and intricately learn about the culture. **Elise:** I often played the role of big sister to my two host sisters, a one and a half year old and almost four year old, by helping with meal time, buckling them in the car, listening to them sing, watching them dance, and reading books. I often made the mistake of leaving my bedroom door cracked and one or both of the girls would bust through, running in carrying books or trinkets. I mesmerized them with apps on my computer and tried teaching them some English. ‘Puppy’ was my target word for my youngest sister, since she always wanted to hold a stuffed animal I brought. I found great joy when she would point to it and use the correct intonation. She also succeeded in giving me high-fives and requesting them, mimicking my same intonation. I enjoyed being with both of them; though, they sure took a lot of my energy. In sum, I learned two very important lessons: 1. I want to be strict parent. 2. There is no rush for me to have children any time soon! I also participated in the kitchen by doing the dishes after every dinner and made cookies and a tuna pasta meal. My host father was particularly vocal about both food items and must have eaten five cookies in one sitting. Another one of my favorite interactions at home occurred with the babysitter/maid. She didn’t speak any English so our communication was minimal, but effective. I used a lot of gesturing! I didn’t really think I had made a big connection with her and to be honest, thought I was upsetting her routine sometimes, but upon telling her that I was leaving in a week, she gave me a hug and started to cry!
Student Spotlight, Continued

**Paige:** I was able to observe the lives of professional women in Guatemala and participate in an intergenerational family. I loved being in the kitchen while others were preparing meals to converse with them and to also learn new recipes and secrets. To contribute to the household, I cooked some meals which everyone seemed to enjoy. The highlight by far was the peanut butter stew that I made. I also bonded with my host siblings who were nine and ten years old when we took afternoon trips downtown or to outdoor shopping centers. We also baked chocolate chip cookies together and they were a great help!

**We were also fortunate enough to sightsee and do extensive traveling during our down time.**

**Elise:** I traveled with my host family and colleagues to colonial cities, other larger cities, and famous monuments and landmarks in El Salvador. A colleague and I spent seven hours on a Saturday touring all of the “must see” sites in San Salvador and ended the day at a Chinese restaurant. I loved being outdoors, which consisted of hiking on top of a volcano, swimming in the Pacific Ocean, and shopping at a bazaar. Local shopping was quite an experience with people calling me ‘princess’ and ‘beautiful.’ Despite what I thought, I really did stick out. I was also able to learn a lot about the history of the country, specifically the Civil War by talking to my colleagues and family during lengthy car trips. During my travels, I was also able to try all sorts of delicious pupusas (highly recommended!) and a famous yuca dish (not so highly recommended). My host family and I especially shared special moments together during these down times. For example, I really enjoyed taking part in a spontaneous belly dancing class at the Art Museum with my host mother and enjoyed attending a children’s ballet production with the girls (my host sisters).

**Paige:** A colleague took me to some popular places in Guatemala City, which included my first tour of the National Palace and view of the Peace Monument that commemorates the 1996 signing of the peace accords after Guatemala’s long and brutal civil war. I was also able to travel two weekends to visit the family that I lived with in 2009-2010 in rural Guatemala. I returned “home” to Lake Atitlán, arguably the most beautiful lake in the world, and into the open arms of my host family, co-workers, and friends from my time spent in Santiago Atitlán. The most exciting news was that my host sister was pregnant and gave birth to a baby girl two days after I left the country!

Throughout our time, we were aware that living with a family and teaching in another culture brought challenges and difficult scenarios.

We both had to adjust to eating schedules, living with young children, and figuring out our exact role in the house. We exchanged funny stories about how we would hoard food in our suitcases and desks at school to sustain us throughout the day. Vanilla Oreos were a sweet lifesaver (Elise)! We did the dishes...
after dinner to show our families appreciation for providing dinner. We also had to adjust to a family taking care of young children, learning that children have many needs.

**Lesson plans and teaching were also challenging in and of themselves.**
We spent numerous hours researching in books and online for activity and lesson inspiration. We remember having internal debates about what was the best way to order activities, which activities to include, the length of each segment of the lesson, and always trying to incorporate the institution’s teaching model. I (Elise) also found the film course time consuming, because I had to watch and re-watch films over and over again in order to find the right clips to demonstrate a point.

**Being in new places also brought difficulties.**
We both found lunch time at school to be challenging at first; it felt like trying to find a lunch table and make friends in middle school all over again! We dabbled in asking people out to lunch and for the most part, they were receptive. The nature of living and working abroad also took a toll on our physical health. We were consistently exhausted and would relish the few quiet moments behind closed doors. Constantly having to be aware of our surroundings in an unknown environment taxed our brains! Each culture’s communication style was different as well, so sometimes it was difficult to get direct answers from colleagues and other personnel. It was somewhat difficult to determine how to go about inviting someone out, expressing disagreement, opinions and/or needs, and establishing friendships.

Despite the challenges, we look back fondly on all of our experiences teaching in an EFL context and would recommend it to anyone who is also looking to try something new or knows that they would like to teach EFL in the future. We both feel we have grown professionally and personally. We were able to learn more about the unique challenges students and teachers face in an EFL context and how to deal with them. We also learned how to navigate through another culture learning about the differences in communication styles and other cultural norms. It helped us to reflect on our own lives and reassess our own values and beliefs. We have also maintained contact with our host families and colleagues. My (Paige) host mother just recently visited D.C. for work, and I was able to share my home and life in the U.S. with her. I (Elise) was able to have lunch with the Dean of the institution a short while ago in D.C. and all the fond memories came rushing back!

To learn more about the institutions at which we taught, please visit [www.iga.edu](http://www.iga.edu) and [www.iensccsa.edu.sv/](http://www.iensccsa.edu.sv/).
Welcome to AU TESOL!

MA TESOL Students

Maram Alsharif

Maram is from Jeddah, Saudi Arabia. The knowledge of English is becoming increasingly important in this area and therefore, TESOL is becoming a significant major in the universities. Her big dream is for Saudi Arabia to have better teachers in all fields, especially English. Many teachers are lacking or missing the value and importance of teaching, therefore, the young generations are not being taught well. She hopes to change that in the very near future! Maram is married and has two lovely daughters.

Mary Spanarkel

Mary graduated from Rowan University in New Jersey with degrees in History and Subject Matter Education. Following her graduation, she was awarded a Fulbright grant to teach English at a university in Turkey. She is excited to get to know AU and DC this year!

Tanya Camp

A Midwest transplant, Tanya received her degree from Missouri State University in Art and Design. Following graduation, Tanya spent nearly three years teaching English in the public school system in Seoul, South Korea. During her time abroad, she developed a passion for teaching and became involved with mentoring programs that assisted North Korean defectors. Currently, she is a reading and literacy clinician and is looking forward to starting the TESOL program at American University.

Yingyan Wang

Yingyan is from Wuhan, Hubei, China. She worked as a part-time teacher when she was in China. It ignited her passion for being a teacher in the future. Yingyan loves reading, running, Yoga and foreign cultures. She looks forward to exploring a new life in America.

Shuyu Liu

Shuyu (Gail) is an outgoing, friendly and happy girl from China. Her hobbies are swimming, watching movies, listening to music, climbing and reading.

Wenmiao Xiao

Wenmiao comes from China, where the giant panda resides. So she loves spicy food and bamboo shoots just as the pandas do! She is so glad to be one of this year’s TESOL members with so many wonderful people around.
Welcome to AU TESOL!

TESOL Certificate Students

Amy Blair

Amy is new to the TESOL field and has been volunteer tutoring with the Literacy Council of Montgomery County for about eight months. Amy is making a change from her previous career in applied research and evaluation, in which she focused on industry-specific workforce development programs for low-income individuals across the U.S. She’s lived in the DC area for over 20 years, and moved here from Austin, Texas. She completed a B.A. in English and a M.S. in Community and Regional Planning at the University of Texas.

Helen Seunghyun Ko

Helen earned her B.A. and M.A. in Statistics at Ewha Womans University in South Korea, and worked as a researcher at Central Bank of Korea for 4 years. She came to the States in 1998, stayed in Minnesota for 5 years, and moved to Virginia 10 years ago. She is working part-time for a small non-profit organization as an Administrative Officer and she is also a homemaker.

Elana Chaya

Elana is a traveler at heart with an eclectic educational background and a passion for international culture, the arts, and issues of social justice. She speaks several languages and has spent a number of years in Latin America, the Middle East and Central Europe. While currently just getting her feet wet in the Certificate Program, she plans to pursue an MA in TESOL.

Emily Elliot-Meisel

Emily is from Omaha, Nebraska. She’s a graduating senior in SIS this year. She hopes to use her TESOL certificate to teach English in Brazil, where she studied abroad and taught. She hopes to work in International Education and thinks a TESOL certificate will be helpful. She greatly enjoyed teaching English to teenage girls in Brazil and is currently teaching English to adult immigrants here in DC.

Rivka Yerushalmi

Rivka has enjoyed dual careers as both a librarian and geriatric social worker. For the past five years, she has extended her community engagement activity through tutoring students at St. Michael’s Church in Silver Spring.
Dr. Jisook Paik was born and grew up in Seoul, South Korea. She received her B.A. degree in English Language and Literature at Yonsei University in Korea. In her junior year, she studied at the University of California in Los Angeles (Department of Linguistics) as an exchange student. Later, she received her M.A. in TESOL and Ph.D. in Global Education (concentration on ESL/Bilingual education) at the University of Illinois at Urbana-Champaign. From 2007, Dr. Paik taught at Soongsil University, a private Christian university in Korea, for six years. She also taught ESL and TESOL courses in various graduate schools in Korea during the time. In January 2013, Dr. Paik moved to University of North Florida as a research scholar in ESL education until she joined the TESOL Program at American University. Dr. Paik is a native speaker of Korean and her research interests include, but not limited to, SLA theories, ESL/EFL teacher training, globalization and English/bilingual education.

**Fun Facts**

**Favorite TESOL memory:**
When I first used my TESOL training to teach students in China

**Favorite place:**
Siem Reap, Cambodia

Dr. Rosalind Ruth Roberts-Kohno has a Ph.D. in theoretical linguistics from the Ohio State University (OSU), and an M.A. in applied linguistics from Ohio University. At OSU, she spent almost 10 years teaching pronunciation, pedagogy, and the culture of the American university classroom to international graduate teaching assistants in a teacher-training program. She has also taught both undergraduate and graduate-level linguistics courses for many years. She has lived in both Japan and Indonesia, and had the opportunity to teach pedagogy, English, and linguistics to adults and children during her stay. Her Ph.D. research focused on the phonology and morphology of the African tone language Kikamba, and was published by the Research Institute for Languages and Cultures of Asia and Africa, Tokyo University of Foreign Studies in 2005. She has also done free-lance editing, and provided academic editing services for Japanese professors and students. Her current research interests include teacher training, building effective communication skills for non-native English speakers, the effect of immediate corrective feedback in the classroom, and the occurrence of unusual phonological patterns in languages.

**Fun Facts**

**Other languages spoken:**
I speak Japanese, Indonesian, and a little French, and I've studied many others.

**Favorite place:**
The quiet Sanur Beach in Bali, Indonesia

Dr. Rosalind Ruth Roberts-Kohno has a Ph.D. in theoretical linguistics from the Ohio State University (OSU), and an M.A. in applied linguistics from Ohio University. At OSU, she spent almost 10 years teaching pronunciation, pedagogy, and the culture of the American university classroom to international graduate teaching assistants in a teacher-training program. She has also taught both undergraduate and graduate-level linguistics courses for many years. She has lived in both Japan and Indonesia, and had the opportunity to teach pedagogy, English, and linguistics to adults and children during her stay. Her Ph.D. research focused on the phonology and morphology of the African tone language Kikamba, and was published by the Research Institute for Languages and Cultures of Asia and Africa, Tokyo University of Foreign Studies in 2005. She has also done free-lance editing, and provided academic editing services for Japanese professors and students. Her current research interests include teacher training, building effective communication skills for non-native English speakers, the effect of immediate corrective feedback in the classroom, and the occurrence of unusual phonological patterns in languages.

**Fun Facts**

**Looking forward to teach TESOL:**
Combining theory and practice, while interacting and collaborating with colleagues and students!

**D.C. life:**
Spending time with my best friend from 1st grade!
Recent AU TESOL Graduates

**Molly Exten**  
(Fall 2012)
Molly relocated to Boston after graduation last December. She is looking forward to starting a full-time position as an ESL instructor in the University Preparation Program at the University of Massachusetts Boston this fall.

**Michelle Joubert**  
(Fall 2012)
After completing her degree in 2012, Michelle returned to South Africa and is teaching at the University of Pretoria. She teaches both English Literature at an undergraduate level and English to elementary and pre-intermediate students in the university’s TESOL programme. At the end of 2013, she will be moving to England to pursue her PhD in applied language studies.

**Marissa Klein**  
(Fall 2012)
Marissa is back in California working on another graduate program. This time, she’s at Stanford University completing a teaching credential in secondary English and an MA in Education. She just started her year-long student teaching placement working with ninth graders and intends to teach in a public high school in the Bay Area next year.

**Molly Exten**  
(Fall 2012)
Molly relocated to Boston after graduation last December. She is looking forward to starting a full-time position as an ESL instructor in the University Preparation Program at the University of Massachusetts Boston this fall.

**Molly Exten**  
(Fall 2012)
Molly relocated to Boston after graduation last December. She is looking forward to starting a full-time position as an ESL instructor in the University Preparation Program at the University of Massachusetts Boston this fall.

**Molly Exten**  
(Fall 2012)
Molly relocated to Boston after graduation last December. She is looking forward to starting a full-time position as an ESL instructor in the University Preparation Program at the University of Massachusetts Boston this fall.

**Jeff Buck**  
(Spring 2013)
Jeff is currently teaching 7th grade Civics & Economics at Mary Ellen Henderson Middle School in Falls Church, VA. It is his first year teaching this area of Social Studies but he is excited for the opportunity and challenge. He is also keeping his TESOL practices sharp by teaching adults in the ESOL program at Chevy Chase Presbyterian Church in DC.

**Marissa Klein**  
(Fall 2012)
Marissa is back in California working on another graduate program. This time, she’s at Stanford University completing a teaching credential in secondary English and an MA in Education. She just started her year-long student teaching placement working with ninth graders and intends to teach in a public high school in the Bay Area next year.

**Deanna Coon**  
(Summer 2013)
DeAnna recently joined the Center for Applied Linguistics to work with Adult English Language Education Programs. She is involved with advanced as well as basic adult language education projects, including teacher training materials development, student assessment, and curriculum design.

**Mohammad Mahmudul Haque**  
(Spring 2013)
Mohammad is a Senior Lecturer in the department of English and Humanities at BRAC University, Dhaka, Bangladesh. He is currently teaching ESL/EFL Teacher Education and ESL/EFL Materials Design at post-graduate level, and is planning to embark on a longitudinal study on Focus on Form instruction in tertiary level academic writing classes.

**Katie Leitch**  
(Spring 2013)
After returning from her Peace Corps service in Mongolia last November, Katie finished her degree in the spring. She has been working for Diplomatic Language Services in Rosslyn since March, managing a team of Tagalog language developers who are designing a 12-week Initial Acquisition Course for the Navy SEALs.

**Janice Prucker**  
(Spring 2013)
Janice started working as an ESOL teacher for the Fairfax County Public Schools Adult Community Education program. She really enjoys teaching adults because they are so motivated.
Congratulations to our Spring and Summer 2013 Graduates!

MA TESOL

Jeffrey Buck
Deanna Coon
Marsail George
Mohammad Haque
Harriet Heiberg
Katie Leitch
Janice Prucker
Mariel Vallano

Graduate Certificate in TESOL

Veronica Beaver
Allison Elizabeth Bruemmer
Ryan Grant
Katherine Harkins
Danielle Jones
Paul Kelly
Jennifer Louise Siegfried

Yoink (inj.) /jʊɪŋk/ An interjection said when taking a desirable object from someone else, frequently used on The Simpsons.

“Hey, I like your pen. Yoink!”