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**Newsletter editor:** Michal Panner
AU TESOL at Upcoming Conferences

AU TESOL at TESOL International Convention, March 28 - 31, Philadelphia, PA

Graduate Student Forum

Molly Exten (MA TESOL): “The Efficacy of Prompts as Corrective Feedback” (1:15pm).
Heather Benucci (MA TESOL Alumna): “Practitioner Perspectives on Textual Enhancement” (9:15am).

Regular Sessions

Annette Bradford (former AU TESOL faculty; chair-elect of the TESOL Intercultural Communication Interest Section): “The Impact of Culture on Effective Communication in ESP Context” (3/29, 10am).


Renee L. Feather (MA TESOL Alumna): “Facilitating Groups and Building Teams” (ticketed event, 3/30, 1pm).

Other Presentations and Workshops


Caralyn Bushey (MA TESOL Alumna) is leading a professional development workshop titled “Fun with Grammar” for Montgomery Coalition for Adult English Literacy (MCAEL) on February 24, 2012, and is facilitating a workshop for NIH on cross-cultural communication in the workplace on March 8, 2012.


Polina Vinogradova (TESOL Program Director) is giving a key-note briefing titled “A Pedagogy of Multiliteracies in ESL Instruction” for the U.S. Department of State-sponsored International Visitor Leadership Program, March 12, 2012.

Updates

Margaret Mathieu will be teaching ESL writing to animal care workers for eight weeks starting in March. Adult Writer's Workshop at NIH. This position was advertised on our listserv. Congratulations Margaret!
Techniques & Tactics
for Teaching Pronunciation

Spoken English - Understanding and Being Understood

- We will address the following in a hands-on, interactive workshop:
- What happens when native speakers of North American English speak naturally?
- How will learning the rules of spoken English help your students understand English speakers more easily and make themselves more easily understood?
- Why are stress, rhythm, intonation and pausing key to comprehensible spoken English? Why is stress perhaps the most important aspect?
- How can we integrate pronunciation work into all of our classes in ways that are fun and easy?

Shirley Thompson has a Master’s Degree in Linguistics from the University of Michigan. She taught for many years at George Washington University and has also taught at the University of Maryland, American University and Montgomery College. She taught middle and high school English in Benin and Togo as a Peace Corps volunteer and at the university level in Senegal, where she was a Fulbright Senior Lecturer. She directs an adult ESL program at All Souls Church in Washington DC and does teacher-training workshops focusing on spoken English and pronunciation.
AU TESOL Open House

Looking for a new profession or a career change? Have an interest in languages and cultures?

Like working with international populations and helping people achieve their goals?

Join us to learn more about AU’s Certificate and Master's degree in TESOL.

Wednesday, March 21
6:30-8PM, MGC 200
Please RSVP at tesol@american.edu

Categorical Pizza

Enjoy pizza and other refreshments as Robin Barr, AU’s Linguist in Residence, explains the fundamentals of Categorical Perception and how it relates to pronunciation instruction.

Categorical perception is the way that the language areas of our brains assign sounds to one distinct phonological category or another (e.g., /ba/ or /da/ or /ga/; /t/ or /l/) even though the actual sounds represent a continuum across those categories when perceived acoustically (by other parts of the brain). Even 5-day-old infants can do this! But exposure to one's first language eventually erases some of the boundaries, explaining for example why it is hard for Japanese adults to perceive the difference between /l/ and /r/, or for Americans to perceive the difference between French "tu" and "tout", even though their children can.

Tuesday, April 3
8:10-9pm, MGC 245
Please RSVP at tesol@american.edu
Marhaba from Jordan!

I visit my landlady upstairs almost everyday. In the mornings, she’d have one of her nine children knock on my door to announce that it’s time for breakfast, where we would then gather around and dine on yogurt, olive oil, thyme, cucumbers, tomatoes, falafel, and *khubbez* (pita bread) laid on a plastic mat on the living room floor. The kids would tear their *khubbez* and playfully scoop the toppings with ease, and Odad, the mother, would offer me sweetened tea and maintain a watchful eye to ensure that I was never without bread in front of me. After having my fill, I’d scoot a few inches away from the food and say, Al-hamdilillah (Thanks to God), only to be met with Odad’s Kuul! Kuul schwaya! (Eat! Eat a little bit more!) until I begged her to believe me that while breakfast was *zaakii*, my stomach will explode if I have another bite. Ever since I arrived in Turra three weeks ago, my landlady and her family have considered me one of their own and saw to it that I was taken care of - from feeding me to helping me bargain for the lowest prices at the local *souk*. This extension of hospitality to guests, who are considered a “gift from God”, is one of the most notable trademarks of Jordanian culture.

Before moving to the Hashemite Kingdom, I was not sure of what to expect from a nation, people, and culture I knew so little about. As a result, the training provided by Peace Corps and my experience living with a host family proved invaluable.

Of the 37 volunteers this year, 19 are assigned as TEFL instructors, while the rest fall in Special Education or Youth Development. In the first 2½ months of service, my peers and I underwent training in our respective sectors. In the case of TEFLers, we addressed classroom management, assessment, working with the state-specified curriculum, creative teaching strategies, etc. - all within the context of a Jordanian academic system and culture. Additionally, we discussed religious and cultural norms, public versus private space, health issues, safety and security issues, and how to manage ourselves in day-to-day situations. Integrated within these sessions were Arabic language classes, where we practiced basic phrases, grammar, and vocabulary with a native speaker.

(continues on p. 6)
Notwithstanding the valuable information I took away from the technical, cultural, and language training, where I learned most about living in Jordan was actually living with Jordanians. From observing my host family and community, I gained a better understanding of the different roles men and women play in and outside the home, how to host guests properly, how locals generally respond to foreigners, the importance of sacrificing a goat during Eid, the importance of family visits, respecting bread, and the importance of conserving water in a country that ranks 4th among nations where water is scarce. As a result of my homestay, I became more confident that I’ll manage as perhaps the only American in my current village of roughly 20,000 people.

Being both learner and teacher in this foreign environment the past three months has been a stressful but rewarding experience, to say the least. With every interaction, I’ve had the opportunity to learn a new Arabic term or share something I’d do or eat back home, like make pancakes for breakfast. And while I do miss home, the 25 gruush falafel sandwiches and delicious cups of Turkish coffee are good stand-ins and help provide heavenly comfort that only a foreigner can appreciate (the Turkish toilets not so much).

Michelle Chan, AU TESOL Peace Corps volunteer, is currently serving in Al Ramtha, Jordan.
Intensive Summer Workshop

International Research and Practices in Bilingual Education: Expanding Learners’ Multilingual, Multicultural Repertoires

Friday, June 1–Sunday, June 3

For registration and additional information, contact us at tesol@american.edu

Carol Benson, whose PhD is in Social Sciences and Comparative Education, is an experienced educator, researcher and consultant in educational development with a focus on language issues in multilingual societies. She has worked in formal education (teacher education, curriculum development) and non-formal education (literacy, gender equity) in the Asia, Latin America and Africa regions, most recently in Madagascar and Cambodia. On leave from Stockholm University in Sweden, where she works in higher education pedagogy, Benson also pursues interests in European regional and minority languages in education, and is a believer in multilingualism for all.

Kendall A. King is Associate Professor of Second Languages and Cultures at the University of Minnesota, where she teaches about and conducts research on language policy, sociolinguistics and bilingualism. Recent projects have examined transmigration, parenting practices and Spanish-Quichua-English language learning and use in Washington DC, Minneapolis, MN and Saraguro, Ecuador, and the relationship across (im)migration status, second language learning and school engagement for Latino youth. Her recent work appears in the Modern Language Journal, Discourse Studies, Applied Linguistics and the International Journal of Bilingual Education and Bilingualism. She is an editor of the journal Language Policy.

This three-day intensive workshop engages students with current research on policies and practices of multilingualism and multilingual schools in both the Northern and Southern hemispheres. Multilingual schools are defined as those serving learners who speak or will learn to speak two or more languages in addition to developing literacy in these languages. Workshop participants will learn about the contexts in which multilingual schools are called for and developed; the current research basis for multilingual teaching strategies; international approaches to developing appropriate curricula and policies, as well as challenges and promising directions in the pursuit of multilingualism and equity.
**Course Description**

This 1-credit course discusses essential practical issues in teaching English to speakers of other languages. The course will explore various methods of teaching listening, speaking, reading, and writing; provide a solid foundation in lesson planning; and will include approaches to using technology in the classroom. The course will also cover cultural diversity and the role of culture in the classroom. This course is recommended to anyone who is teaching or plans to teach English as a second or foreign language and would like to strengthen the knowledge of TESOL methodology.

**Instructors**

**Heather Linville**

Professor Linville has extensive experience as an administrator and instructor in English language and TESOL programs. She has also served as an English Language Specialist with the U.S. Department of State, building on her prior English Language Fellow experience in Panama and Indonesia where she was an EFL teacher and teacher-trainer. While currently a PhD student in the Language, Literacy and Culture program at the University of Maryland, Baltimore County, Professor Linville holds a Master’s degree in Instructional System Design (ESOL/Bilingual emphasis) from the same university. Her research interests include the internationalization of education, international student adjustment, the use of digital stories for language and cross-cultural education, and cultural sensitivity of ESL/EFL educators.

**Polina Vinogradova**

Dr. Vinogradova is an applied linguist interested in the use of digital technology in language education and in identity negotiation in multimodal personal narratives. Her recent research focuses on the development of multiliteracies and pedagogical uses of digital stories in ESL instruction. She has extensive experience in teaching English as a foreign and second language, teacher training, and curriculum and project development in higher education. Dr. Vinogradova holds a PhD in Language, Literacy and Culture from the University of Maryland, Baltimore County (UMBC) and has MA degrees in TESOL from the University of Northern Iowa and in Intercultural Communication from UMBC.
After graduating from AU in the summer of 2011, I was hired as a full-time adjunct faculty member in the English as a Foreign Language program at Georgetown University (GU). This past fall semester, I taught a high intermediate listening and speaking class, advanced bridge listening and speaking, and two eight-week advanced elective classes (Grammar Trouble Spots, A Look at Leadership).

This spring, I am again teaching a high intermediate listening and speaking class and the advanced bridge listening and speaking. In addition, I have been working with advanced English language learners who are university bound in GU’s Academic Bridge Audit class. This class provides GU EFL students the opportunity to experience what it is like to be an undergraduate student here in the U.S. while auditing a class at GU. Once the eight-week audit class ends, I will teach Grammar Trouble Spots for a second semester.

I also presented at the 2011 Fall WATESOL Conference. Along with my GU colleagues, we gave insights into creating unconventional field trips in "Going Where No Class Has Gone Before."

**AU TESOL on the web**

Visit the new [AU TESOL website](#) and find information about program tracks, courses, workshops and upcoming events.

We now have a Facebook page! [Visit AU TESOL](#) on Facebook and don’t forget to [Like](#) us!
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<td>Saturday, March 3</td>
<td>Techniques and Tactics for Teaching Pronunciation: Workshop led by Shirley Thompson. Butler Board Room.</td>
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<td>Sunday, May 13</td>
<td>Commencement Ceremony for the College of Arts and Sciences, Bender Arena 1pm</td>
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<td>ELT I, Principles of Linguistics, Cultural Issues in the ESL/EFL Classroom</td>
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<td>May 21-June 28</td>
<td>TESOL In A Nutshell, Wednesday, 5:30pm-7:20pm</td>
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<td>Friday-Sunday,</td>
<td>Annual Summer TESOL Institute Intensive Workshop: International Research and Practice in Bilingual Education. Workshop led by Kendall King and Carol Benson</td>
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