

The following summaries represent the breadth of my learning and the progression of my professional interests at the Monterey Institute of International Studies. When considered as a whole, these summaries reflect my ability as a cutting edge language teacher to: analyze language through frameworks of sociolinguistic use, frame that information in curricula and lesson plans, and support the work with relevant research. The discourse analysis summaries illustrate the development of my linguistic knowledge. The summaries of my trade fair, unit, and lesson planning reflect my organizational skill as a language teacher. My literature review of the role of the native speaker as a target for second language acquisition responds to an imminent social question of language use: who is a native speaker of English?

| Summary \ Strand | Language | Social and psychological factors of language acquisition and use | Language Pedagogy | Research and Assessment |
|--|----------|--|-------------------|-------------------------|
| Teaching Macrostrategy Trade Fair | | | √ | |
| Discourse Analysis of Supervisory Feedback | √ | √ | | |
| Unit and Lesson Plan Design | | | √ | |
| Literature Review | | √ | | √ |
| Interaction Analysis | √ | | | √ |

These summaries reflect the nexus of my teaching practice: all teaching is a form of framing information and skills into comprehensible parts for learners to understand. I am sensitive to social and cultural issues that relate to language: gender, ethnicity, the natural environment, and power relationships in the workplace. With these issues in mind, I must be able to analyze the authentic use of language in the local area. Finally, I need to justify my conclusions with peer-refereed research.