My varied experiences teaching ESL/EFL have exposed me to a variety of levels and learner situations. My experiences have included teaching children, adolescents and adults in the public California K-12 system, California community college system, private University EFL and IEP programs, MBA programs as a Language TA, UCLA EFL/ESL Academic English programs, and UCLA Extension IEP and AIEP programs in their American Language Center.

These experiences, along with my research on social interaction more broadly and classroom interaction and education more specifically, have led me to believe that teaching, learning, and engaging should be understood as social processes that occur between individuals, within speech communities, and in specific social, historical and cultural contexts.

Coming from a cultural-historical-activity-theory perspective, I believe that learning is an active process that occurs when novices are given opportunities to practice their developing skills in authentic contexts for particular purposes with meaningful feedback. These socializing practices are relevant to studies of classroom interaction and learning as well as to studies of language and are even evident in the apprenticing of novice teachers and scholars in academic settings.

Because these socializing practices differ from context to context, and individual to individual, no learning experience is quite the same. The idea that two learners can have completely different experiences in the same classroom with the same teacher can be mind-boggling for some teachers. However, this is an honest reality and needs to be considered in relation to home-school differences and learner identities.

I have extensive experience teaching English as a Second Language, Spoken English, Pronunciation, and Language and Culture. In these courses, I have incorporated technology and media as supplemental resources to my core curriculum. I have aimed to find a balance between using technology in the language classroom and being driven by technology.

In these courses, I have developed course websites that include a variety of digital audio listening and production activities as well as digital video dramatic performances. These activities provide an opportunity for my students to apply new theories or skills to actual communicative tasks and discourse-based activities that focus on macro and micro-level features from different discursive contexts. Students initially shy away from recording and then listening to their own voices. However, they generally respond well to the communicative activities because they are able to focus on their individual patterns of production.

In general, I aim to provide students with a unique learning experience and exposure to various methods of linguistic analysis. With ample opportunities to practice real language, students are able to make their own assessments about language and culture and begin to appreciate and participate in much of what they previously considered careless native-speaker features. By providing students with the tools to engage more effectively with native-speakers, I open a window to language use and interaction that students might otherwise never know.