

*Photo Credit: Katie Agile*

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Meet Dr. José Chávarry who joined the Department of Hispanic Studies in Fall 2021



## STATEMENT FROM THE DIRECTOR

Serving as the director of the M.Ed. in Languages and ESOL Graduate Certificate programs has been an honor and a privilege. I enjoy seeing the ways that our curricular offerings and the educational plans submitted by the students in the program implement the best practices in diversity, equity, and inclusion, and emphasize the dimensions that unite us as global citizens. The past years have been hard on all of us, and I'm humbled by the commitment and incredible work ethic I see in our current students, alumni, and faculty as they adapt lessons and educational strategies through virtual, hybrid, and face-to-face formats, all the while strongly advocating for the importance of ESOL and World Languages programs.

## WHERE ARE THEY NOW? ALUMNI HIGHLIGHT

Hello! My name is Inmar Geiger. I am originally from Venezuela; I traveled to the United States to complete an English for Internationals Program at USC, later I transferred to CofC, where I graduated in Spring 2005 with a B.A. in Spanish.

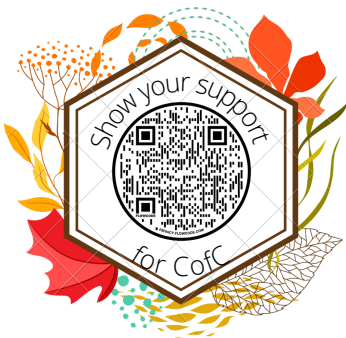
My childhood dream was to become an educator. Many years later, I am working as a Spanish teacher in one of the best private schools in Charleston.

However, I wanted to continue my education to serve my students better. The M.Ed. program advanced my career; the program helped me learn accurate teaching techniques specifically to teach Languages. The program has the best faculty and excellent materials to help students achieve excellence. I am so grateful for all the faculty at the College of Charleston who helped me become the educator I am today.



**THANK YOU SO MUCH,  
INMAR!  
WE ARE SO PROUD  
OF YOU AND YOUR  
ACCOMPLISHMENTS!**

## FOLLOW GRADUATE PROGRAMS IN LANGUAGES ON SOCIAL MEDIA



Join our community of alumni, faculty, and current students through our social media platforms. We love to hear about your accomplishments in the field of ESOL & World Languages!

Following us is also a great way to keep up to date with information, announcements, and teaching tips.



@cofc\_gradlanguages



@medlangcofc



@edflcofc



# HONORING OUR GRADUATES

## Beth Cummings - ESOL, Fall 2021



When I began this program in July 2020, I had no idea how extremely hard yet enlightening it would be. Going through a pandemic, losing a grandparent, selling my home and moving further from my family, starting a new job, and taking classes online proved to me that I can do anything as long as I work hard and stay focused. Every class I took I thought was the most rewarding. Then I would take another class and learn something new. Each class has left a unique impression on my teaching approach. As I move forward in my career as an educator, I would like to make co-teaching for language acquisition the norm in my school. With such a growing need for students to receive support, but also be a part of the general education setting (especially in high schools), my goal is to lead conversations and promote better collaboration in the content areas for English Learners.

## Frances Díaz-Evans - SPAN, Fall 2021

On April 23, 2018, I went to the College of Charleston's campus for the first time to meet with Dr. Rodríguez Sabater to discuss the M.Ed. in Languages (SPAN) program. I was in awe of my surroundings and had a mix of emotions: joy, excitement, and fear for what lay ahead. I wasn't your average student beginning her master's program. It had been years since I received my undergraduate degree in Business Administration from Universidad del Este in Puerto Rico. As a working mom, wife, and now a graduate student, I felt like a fish out of water. However, I quickly found a group of supportive classmates and professors committed to helping me succeed. As a Latina, I wanted to become a Spanish language educator, to teach, advocate and elevate the language and the culture. The program has provided me with the tools, the resources, and the knowledge I need to do just that. Graduating from the College of Charleston will be the gift that keeps on giving as I venture into this new phase in my life: teaching. All of this would not have been possible without the guidance of the faculty in the program, my classmates, and last but not least the support of my husband and son.

*¡Muchas gracias a todos!*







## Jelisa Echevarría Morales - ESOL Fall 2021

My name is Jelisa. I am a military wife and mother of three beautiful girls. I worked for three years as an ESOL teacher but now work as a speech and language therapist working exclusively with Hispanic children. I started taking classes while I was working as a teacher. When I changed jobs, I understood that it was imperative to continue educating myself in order to help families not only with language difficulties but also with the acquisition of a second language. At the College of Charleston, I found a group of very committed professors who were extremely knowledgeable in their field and were sources of guidance for me from the very first day. I was born and raised in Puerto Rico and my primary language is Spanish. As a mother, I know how important it is to have the best knowledge possible to help our children acquire a second language.



## Chris Robinson - ESOL, Fall 2021

Covid-19 drove everyone's teaching online and worldwide travel restrictions made my position at the Civil Aviation Flight University in China impossible to continue in person. I had recognized the role that good ESOL training could play in my work for that university's School of Foreign Languages and that gap in my previous training was the incentive to pursue this M.Ed. in Languages program and make the best use of the downtime. It has been a whirlwind year, but I am happy to now add this degree to my other credentials. Thank you to everyone who has supported me over the past year. Special thanks to Dr. Chen-Huei Chou in the School of Business for initially encouraging me, Dr. Emily Beck, my advisor, Michelle Futrell, Dean of Professional Studies who gave me a teaching job at College of Charleston, and Dr. Morrison who held me to an especially high standard. And no, despite suggestions by several of my professors, I am not going to do a PhD!





## Shannon Withers - SPAN, Fall 2021

When I graduated in May of 2015 from the College of Charleston with a BA in Spanish and Foreign Language Education, I knew exactly where I wanted to complete my masters program, and exactly which program I wanted to pursue. As a language educator, and as a student that struggled to learn my second language in school, this program has taught me how to be a better teacher to myself, and how to make sure that I am able to teach all of my students no matter their learning style or my teaching style. I want to thank all of my *profesores* and the wonderful faculty here at the Graduate School at The College of Charleston for helping me to reach my goal, and in giving me the resources and skills necessary to continue learning and applying the methodologies for best practices across the frameworks of second language acquisition. This program truly is meant to encourage educators in the field, and provide them with the tools they need to grow as successful language educators. However, I could not have done this without the support of my husband and family as well. Thank you for everything!

## Lorelei Yuill- ESOL, Fall 2021

In December, I will graduate with a Masters in Language from the College of Charleston Education Graduate Program - of which I am proud! I am fortunate to have been taught and guided by expert faculty and to have had the opportunity to collaborate with a great diversity of education professionals. When I initially entered the program, I was not confident that I could complete it. I couldn't have done it without the help of the faculty, my advisors, many fellow teachers, and my family. Yes, I mean you! Without this program's transition to an online program, I would not have been able to complete a graduate degree at this time in my life and career. Thank you to those who had the forethought to make learning accessible and desirable for all types of professionals. My experience here at the College of Charleston has had a deep and positive influence on my goals and direction as a leader. I hope to continue with a doctorate, take on a position of leadership and continue to learn and influence advanced education in South Carolina.

*Saludos* to all who have chosen to make training and education their career!



Special congratulations to Lorelei for receiving the **Outstanding Graduate Student Designation** for the M.Ed. in Languages!

**CONGRATULATIONS ALSO TO OUR FALL 2021 ESOL GRADUATE CERTIFICATE STUDENTS  
WE ARE SO PROUD OF ALL YOU HAVE ACCOMPLISHED!**

### SUMMER 2021 GRADUATES

KATHLEEN O'BRIEN LAURA RICHARDSON

### FALL 2021 GRADUATES

SERENA RABON LIZZY LESLEY  
BREANA MCGILL\*



\*BREANA IS FINISHING THE ESOL CERTIFICATION AND WILL CONTINUE ON TO PURSUE HER M.ED. IN LANGUAGES!



# INTERVIEW WITH NEW FACULTY MEMEBER DR. JOSÉ CHÁVARRY

**Can you tell us a little bit about yourself and your academic interests?**

I'm originally from Peru, and I came to the U.S. as a teenager. Growing up in Lima, I was always interested in the history of my country, from the Incas and the colonial period to the wars of independence. I fell in love with García Márquez's *One Hundred Years of Solitude* and Allende's *The House of the Spirits*. I went on to major in History and Spanish in college, and then pursued my PhD at the City University of New York (CUNY) Graduate Center in Latin American, Iberian and Latino Cultures. There, I became especially interested in cultural history and how literary and artistic productions intersect with political, economic and social contexts. In particular, my research focuses artistic productions and revolutionary discourses during the Cold War in Latin America, especially in the Andean region. I love bringing these topics and texts to the classroom, and finding ways to creatively and meaningfully incorporate them into activities that will help my students understand the continued importance they have today.

**What brought you to the College of Charleston?**

As a graduate and former faculty member of both small liberal arts colleges and large public institutions, I was attracted to the College of Charleston because it brings together the best that these have to offer. I appreciate the close intellectual relationships I have developed with faculty members and students, and I am committed to increasing access to higher education - which public universities champion. Furthermore, the Department of Hispanic Studies is renowned for the breadth of its academic offerings and the quality of its faculty. I wanted to be part of this community of teacher-scholars, and especially get to know the students, learn about their scholarly and professional interests, and support their academic development while also learning from them. So far, it has been a gratifying experience with my colleagues and students, and I'm excited to get more involved in projects and collaborations in the future, developing new courses and participating in other programs at the College.

**What are you looking forward to as part of the M.Ed. program?**

Teaching is one of the most rewarding aspects of my professional career. I am excited to work alongside master's degree candidates, many of whom are already accomplished educators. I look forward to engaging conversations with graduate students about Latin American literature, cultures, and history. Another one of my main objectives is to break down the notion of Spanish as a “foreign language” and instead build awareness of its integral nature to who we are as a country. The language and the cultures have been here for centuries and it is important that we communicate this to our students, especially the younger ones.

**What will you be teaching next semester in the M.Ed. program?**

I will be teaching SPAN 615: “Visions of desire and struggle: Latin America and the United States,” which will examine the cultural imaginaries that accompanied the political and economic relationships between these two regions in the 19th and 20th centuries. We will start off by looking at how the US justified political interventions in Latin America by examining various kinds of artistic representations. We will also examine how Latin American intellectuals and artists represented the U.S., either (and often simultaneously) as an encroaching imperial power or the bastion of progress. What we will see are competing visions of modernity and underdevelopment, created in specific historical contexts and for particular purposes. I hope to end the course by reflecting on and discussing how these histories might be articulated through our practice as Spanish language instructors in the U.S., and how we can be more critical, reflexive, and socially-aware as educators who challenge stereotypes and foster inclusiveness in the classroom and beyond.



# Teaching Tips for Educators:

# A

# WIZER

# Way to Collaborate



## Innovations and Challenges in Second Language Teaching Series:

### Silvia Rodríguez Sabater and Marinella Griffith

This semester the Hispanic Studies Teaching Discussion Series featured a presentation by Dr. Silvia Rodríguez Sabater and Professor Marinella Griffith on their experiences using Wizer.me – an interactive and engaging tool for creating digital worksheets and quizzes for the classroom. They discussed how to utilize Wizer.me for a more collaborative teaching experience, including creating digital worksheets to share with other educators, and joining an interactive community of language educators.

### DONATE TO THE PROGRAM

Help us continue to provide high quality education to the next generation of teachers and language advocates. Please consider donating - even small donations help!

Click [here](#) to donate or scan the QR code below:



Wizer.me allows you to create digital materials for your students, including templates for them to answer questions with options for fill-in-the-blank, matching, multiple choice, open response, sorting, word puzzles. You can also add engaging elements such as videos, audio, links, and images.

Assigning worksheets and quizzes to your students, grading, and providing feedback is quick and easy. Wizer.me will allow you to create visually appealing worksheets that will help you engage and motivate your students with material for your course!

#### Teaching Discussion Series Organizers:

Dr. Silvia Rodríguez Sabater  
[RodriguezSabaterS@cofc.edu](mailto:RodriguezSabaterS@cofc.edu)  
Professor Allison Zaubi  
[zaubia@cofc.edu](mailto:zaubia@cofc.edu)

*This event was sponsored by the  
Department of Hispanic Studies on  
Wednesday, September 29th*



# TELL YOUR FRIENDS ABOUT THESE M.ED. IN LANGUAGES COURSES PLANNED FOR SUMMER 2022\*

*All classes are asynchronous and online ~ Registration opens March 15th*

## LALE 601

### Applied Linguistics (3)

The course explores the different areas that comprise the field of Applied Linguistics with the goal of observing how they inform second language teaching and learning. It addresses questions about the complexities of L2 learning, as well as issues surrounding the education and training of second language teachers. **Priority enrollment based on the number of credit hours completed.**

*Please note: Registration for LALE 601 during Summer 2022 will be done by Dr. Beck. Please contact her to register for the course.*

## EDFS 670

### Principles and Strategies for Teaching English to Speakers of Other Languages (ESOL) (K-12) (3)

A survey course intended to provide pre-K through grade 12 educators with knowledge of the principles, underlying methodologies and techniques for promoting acquisition of a second language through academic content. The main focus is to demonstrate a variety of instructional strategies that can benefit all students in a multicultural classroom.

## SPAN 681

### SPAN 681 Spanish Linguistics for Language Teachers (3)

This course examines topics in Spanish Linguistics and the acquisition of Spanish as a foreign language. Particularly, we examine the phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and language variation applied to the teaching and learning of Spanish. It provides linguistics background to language teachers, enabling them to function as knowledgeable language professionals.

## EDFS 672

### EDFS 672 Linguistic and Cultural Diversity in Education (3)

This course provides pre-K-12 educators with an understanding of issues affecting linguistically and culturally diverse learners. Topics include analysis of language and its development in diverse settings, history of bilingual education, cultural/learning style preferences, cultural influences in curriculum and materials, legal issues related to serving limited English proficient learners, ESOL program development, and homeschool collaboration.

**For more information, please contact Emily S. Beck at [becke@cofc.edu](mailto:becke@cofc.edu)**



*\*These are the planned courses for Summer 2022. Course listings are subject to change based on faculty availability and student enrollment*