

Dear Search Committee:

I am a veteran NYC high school and community college English/EFL instructor with over 25 years' experience. I have taught college composition and literature across three continents, five countries to thousands of students. I am not afraid of anything anymore! I would love to bring my experience and my engaging teaching style to your campus. Having worked with students as diverse as Palestinian Ford Fellows in Ramallah, Arab and Russian-second language ESL students in the American College of Greece, and Latino remedial students at Bronx Community College of the City University of New York, I can break down even the most challenging of texts with strategies, resources, and frameworks to make multi-ethnic, non-traditional, diverse students successful. I am not a "chalk and talk" lecturer but a dynamic facilitator who thrills in the discovery approach to learning, designing interactive, group-centered, differentiated lessons for students from a wide spectrum of backgrounds.

From my cv you can see that I started my career teaching abroad to ESL/EFL adult students in Greece, Spain, Germany. With an advanced CTEFLA and graduate methodology classes in TESOL, I gained first-rate experience in using the communicative and process-writing approaches to teaching EFL/ESL at the Institute of North American Studies in Barcelona, Spain, a flagship cultural and language institution for best practices in the field. While there, one of my proudest accomplishments was integrating a whole-scale revamping of the writing curriculum across all levels and years at the school. In Germany and Greece, I taught composition courses, grammar, and weekend-long literary seminars at the University of Maryland in Heidelberg, Germany, and the greater military bases at USAFE headquarters in Ramstein and Kaiserslautern. I had to bridge the gaps in the learning of military personnel who came from a wide expanse of America's educational landscape, while at the same time boosting their confidence for returning to school after a long hiatus. In one military classroom I had privates from the Bronx barely 18 years old and staff sergeants in their 40's with a GED. I am capable, therefore, of engaging students of wide abilities and backgrounds in the same class.

Since returning to my native New York from teaching abroad, I have taught ESL Composition, English 101 and 102 at Nassau Community College and for various CUNY community colleges. By using the process approach punctuated by mini-lessons in grammar, I am able to get a 90% success rate for my ESL Writing courses, a much-coveted accomplishment as these ESL classes do not garner any credits for their bearers. My students at Queensborough Community College, one of the most diverse campuses with over 140 nations represented, I taught how to gather research using on-line databases and indexes, sharpen their thesis arguments, develop their support using secondary and primary sources, revise their drafts, and most importantly think critically for themselves. They are most like the students I anticipate encountering at your campuses. By infusing teaching with technology using SmartBoards, WebCT, and the Internet-rich lessons, primarily from Purdue's Writing Lab, I can effectively dissect my students' writing, deconstruct it and recompose it using a variety of structural elements giving them an insider look into the workings of the English language and demonstrate the nuances that a writer can choose from to create meaning, emphasis and style. I have compiled my students' work in the form of blogs, Prezis, rhetorical commercials using Animoto, digital portfolios, and online published projects. I can reach the most challenging of students, including at-risk, second-language, and special needs. As a bilingual student myself who speaks Spanish fluently, I can connect to the needs of your Hispanic students.

What sets me apart from other instructors, besides my vast experience and expertise in teaching methodology, is my care, commitment, and concern for struggling English learners. I provide an individualized approach for each student, with case conferencing built-into my practice. As I rely on portfolio assessment for final grades, the students have the ability to chart their growth through the class as they successively move from one draft to another, learning by revising, to ultimately arrive at that satisfactory final draft with the documented confidence that they have improved their writing. As a veteran high school English teacher who has worked with the most vulnerable, at-risk youth in the transfer high school system, I have flourished because I can engage students in

more than one modality. I am completely comfortable with infusing technology into my teaching and have actually trained colleagues in creating on-line CMP modules to design tailored units of study, the SAMR model of integrating educational technology. As an artist and photographer, I integrate the arts into my writing projects. A very successful unit includes a "Memoir Chapter of your life" that becomes a real published hand-crafted book.

Should you need references, I can provide you names and numbers.

With regards,
Irene Arholekas