**ALEXANDER M. BURRALL**

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*English As A Second Language Educator*

Energetic \* Trustworthy \* Focused \* Compassionate

Driven young educator committed to igniting a desire to learn

through the study of foreign language. An individual who will

not only generate the passion to learn English, but to raise multi-

cultural awareness that will produce a love of people, culture and

learning itself on a worldly scale. A trustworthy and patient

educator who will work cooperatively with others to create a fun,

safe and productive learning environment for young students.

EDUCATION & CERTIFICATES

Bachelor of Arts in English (2007) 8/2001-6/2007

California State University Northridge, Northridge CA

TESOL Certificate OnTesol - (March 2010)

Coursework to date: \*Strategies for teaching low beginner – high level ESL students of all ages

\*Methods, materials and resources for teaching ESL

\*Cross cultural communication

\*Detailed and in depth review of English language Grammar and Phonology

High School Diploma (2001) 7/1996-6/2001

Los Angeles Center For Enriched Studies, Los Angeles CA

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WORK EXPERIENCE

Little Fox Language Center (Daejeon City, S. Korea)

Job Title: Teacher

Required Tasks: A variety of expectations met include educating young elementary school and middle school students in accomplishing the task of learning English first and

foremost. There was strong dedication not only to teaching, but to creating a deep desire to learn, to communicate and to understand different people in an energetic

learning atmosphere. Next to this was the endless effort to promote the building of relationships, the productive act of setting goals and meeting them, learning

responsibility and cooperation, and building an overall will and determination to learn English. Simple tasks included teaching English speaking, reading, listening, and

writing through computer-based activities. This included working diligently and patiently with students on grammar and pronunciation in the forms of speaking and

writing, after learning new English words and sentences. In addition to this was the effort to generate different levels of English conversation through which students

could better understand the English language and the usage of it in a free-speaking, creative thinking environment. Finally, there was a hard effort to promote not only

learning and improvement in students’ education and behavior, but to get results in terms of focus and increased English ability after first helping students apply

themselves.