

September 2015

Chronicles of Hope

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Letter from the Editor

Welcome to the third issue of the Christian Teacher's Special Interest Group's (CT-SIG) newsletter!

At the heart of good teaching is sound linguistics, depth of pedagogical theory, and a healthy respect for accepted praxis. Enthusiasm for the craft, a love for people, and a motivation to help others also find a place at the core of good teaching; passionate teachers like to discuss their art. We want to learn from others in similar contexts, and to share what we know works. It is in the pursuit of these ideals and goals, and a striving for practical excellence that this newsletter receives submissions from teachers in Korea and abroad.

The mundane task of taking attendance is given new life by Heidi Nam. All of us are challenged with the task of mispronouncing names, but a number of very valid points are raised in the article.

There are two profile pieces for this edition. Nicole Chetty Gunter, who teaches at Chongshin University and Jessica Posthuma who teaches at Disciple International Christian School, a small private K-9 institution in O-

Chang, share their experiences teaching in Korea and how they connect faith to the classroom.

Akli Hadid has written about the Korean view of the ideal native English teacher. It is interesting to compare his conclusions with your own ideas of what an ideal Christian English teacher should be like.

Christien Kathurima, who teaches at Chungnam Samsung Academy in Asan has written for the Teacher's Corner (Social Justice) section. The article articulates a full blown lesson plan on all the development issues associated with women and water.

Not all of us are called to be artists, but we all are called to creative challenges in life. Creativity in Language Learning presents a creative challenge I gave my students as an alternative to the traditional oral interview that many of us face at the end of term.

Our theme for next spring's international conference is collaboration. "Two are better than one...and a threefold cord is not quickly broken." Ecclesias-

tes 4:9, 12 ESV

As we make plans to host this international CELT (Christian English Language Teachers) conference for June 2016, we welcome contributions and comments. Prayerfully consider joining us in 2016.



*“So, God made ...
Someone who can
have a plan B, C,
and D and even a
Z depending on the
needs of a
students.”*

So God Made an English Teacher

On the eighth day God said, I need someone with a strong heart to teach English to all those who are interested and even those who are not.

So, God made an English teacher.

God needed someone who would explain present tense agreement, past and future tense, articles, and prepositions repeatedly until students are able to understand.

So, God made an English teacher.

Someone who knows that students don't always learn and understand because of things that are going on in their homes and are willing to listen, put the puzzle pieces of life together, and care for those who aren't doing well in classes.

So, God made an English teacher.

Someone who will put in countless hours of planning preparation outside of their workday, in the early mornings and late into the evenings, and then spend the day teaching beautiful faces to listen, speak, read, and write in English and help them believe in their ability to do so.

So, God made an English teacher.

Someone to bring a student into the classroom and show them love they may or may not be receiving at home while teaching

and educating about their worth to the world. Someone who is able to communicate the value of a life.

So, God made an English teacher.

Someone who understands the value of lesson planning but is also aware of the work the Holy Spirit does in students with a keen eye on when to focus classroom work or soul work.

So, God made an English teacher.

Someone who can plant seeds of wisdom that will bloom in the future.

So, God made an English teacher.

Someone who can have a plan B, C, and D and even a Z depending on the needs of a student.

So, God made an English teacher.

Someone who is willing to give up evenings, weekends, even summers in order to gain personal and professional development.

So, God made an English teacher.

Someone who understands the value of family, who takes their cares home each night because of the students whose lives they affect daily, and then smiles with pride and fear when their own son or daughter says they are going to spend their life “doing what Dad or Mom does”.

So, God made an English teacher.

Someone who understands the value of memorization in the

learning process but is able to find innovative ways or repeating words, concepts, and grammar until students get it.

So, God made an English teacher.

Someone who is patient, kind, not easily deterred, firm, consistent, loving, and steadfast.

So, God made an English teacher.

Someone who is passionate and unafraid to love unconditionally.

So, God made an English teacher.

Someone who was willing to follow the Master Teacher, Jesus Christ.

So, God made an English teacher.

May God bless you as you continue to follow the Master Teacher's leading this term.

Taking Attendance to the Glory of God by Heidi Nam

Taking attendance seems about as mundane as activities get. After all, it's just mechanical bookkeeping. Maybe it doesn't matter at all from a spiritual perspective. Or maybe it's just one of those necessities of the job that only has meaning because it is done "unto the Lord." Or maybe, since God has a complete claim on our lives, we should ask whether there is a Christian way to take attendance. I believe that if our eyes are open, taking attendance creates opportunities to serve God and our neighbor.

If there is a Christian way to take attendance, does God favor a stricter or more lenient approach? Two of my colleagues have each given a Christian defense of the opposite side of the strict-merciful dichotomy. One viewed a strict attendance policy as a way of teaching responsibility and self-control. His policy involved locking the classroom door once he started calling the roll. Students literally ran down the halls to get to his class on time. I suspect his policy provided more practice in teacher-control than in self-control though, and I doubt the students' punctuality continued beyond the duration of the semester. The other teacher viewed attendance as an opportunity to teach about

grace. If a student missed a class, he would explain that the excused absence was an unearned gift of mercy. (This policy also saved the trouble of keeping track of excused absence forms and subtracting attendance points at the end of the semester.)

Although I am drawn to the merciful side of the spectrum, I see a great deal of value in marking attendance. When I have skipped the roll call or taken attendance in subtle ways (e.g. silently marking students present once I have learned all of their names), problems have cropped up in class. Students may not realize that I am holding them accountable if they don't see me checking attendance, and they may start coming to class later because they can "get away with it." When students come late (or not at all), they may miss parts of the lesson that would benefit them, and their absence weakens their sense of community their classmates. Because I believe students benefit from attending class, I worry about the long-term effects of a "cheap grace" approach to attendance.

Attendance is more than a way of encouraging students to attend class. Calling the roll itself provides the chance to have a brief

one-on-one interaction with each student. Sometimes, I use this to help me learn names. Before class, I look through the roster and try to visualize each student. If I can't picture a student's face, I pay particular attention to that student during roll call, and I try to use that student's name several times during the class period so that I don't forget it. The one-on-one interaction of roll call can also be a quick opportunity for some self-expression, combined with a lesson warm-up ("What do you do in your free time?") or an assignment follow-up ("What did you read about in English this week?") This one-on-one interaction can be used to show that the student is more than just a number on a roster, and that in itself has spiritual value.

Taking attendance also alerts me to the presence of at-risk students in my classes. Like most teachers, I don't have to work hard to notice the assertive learners in the front row. It's harder to learn the needs of the quiet students who avoid eye contact, try to slip into door unnoticed, or disappear from class after a few weeks. My attendance (Taking Attendance continues on p 9)



“Although I am drawn to the merciful side of the spectrum, I see a great deal of value in marking attendance...”



“...I enjoy how family oriented the Korean culture is. I particularly admire the respect for the elderly...”

PROFILE PIECE: Nicole Chetty Gunter

Nicole Chetty Gunter teaches at Chongshin University.

How did you get connected with English language teaching in Korea?

I was finishing up my year working in Canada, when I realized that I wanted to continue traveling and working abroad. A couple of my friends back home taught in Korea so I knew that it was a good country to work in. As a licensed English teacher, I applied to the English Program in Korea (EPIK) to work in the public school system. My first teaching job was located in a small fishing town called Yeongdeok in Gyeongsangbuk-do.

How long have you been here?

I moved to Korea at the beginning of February 2013. After spending a year living in Yeongdeok, I then moved to Seoul and started working at Chongshin University, and I have been working there ever since.

What is the most challenging aspect of Korean culture for you?

Stepping out of my comfort zone into a completely foreign culture was challenging. As a young South African with little travel experience, my initial response to the culture was in fact ‘shock’. Culture shock can sometimes leave you feeling overwhelmed and lost while at the same time feeling curious and excited. Although there is a growing population of foreigners in Korea, there are times when it seems like I am standing out like a sore thumb,

while at other times I feel like I am completely lost in the crowd. However, after my first few months I realized these feelings are normal and if I was willing to understand rather than judge and embrace the differences then I could have a more positive experience here.

What aspects of Korean culture do you particularly enjoy?

Every culture has its own unique set of qualities and I enjoy how family-oriented the Korean culture is. I particularly admire their respect for the elderly and appreciate the strong sense of community present here. People are always willing to share. Koreans love to share everything, especially food, so you will never go hungry!

What other ministries are you a part of?

Currently, I am an active member at New Harvest Ministry in Seoul and I have been fortunate to have many opportunities to serve at our church. Last year I volunteered with our North Korean ministry. The program focuses on teaching conversational English to North Korean expats who are preparing for their university entrance exams. It was such a rewarding experience to watch two of the students who I worked with get accepted into prominent universities in Seoul. My husband and I are also small group leaders. We enjoy working with people and are passionate to see the church live in community. We also serve in the new members ministry, where we have the privilege of welcoming

new members into the church. We love serving God together and make a great team!

How do you connect your faith to your teaching?

Chongshin is a Christian university. More importantly, it is a university that has a strong focus on Christian values and we are encouraged to live out our faith on a daily basis. I am fortunate to work in an environment that regularly encourages me to align my faith to my teaching. Personally, I believe teaching is a vocation as such, it would be impossible to exclude my faith from my teaching. When I walk into my classroom everyday, I believe this is exactly where God wants me to be and that knowledge drives me to not only teach with integrity but also remain cognizant of the responsibilities that I have as a Christian English teacher. I believe that as teachers who are Christians, we must continue to effectively model the life of Jesus Christ in engaging ways that lead to personal transformation of our students’ lives and challenge them to a life of discipleship.

Do you think there is a Christian way to teach English?

Yes, I do believe there is a Christian way to teach English. Firstly, as a teacher who is a Christian, I see my job as a calling and this inevitably leads me to value every student in my classroom, and

(Profile Piece: Nicole Chetty Gunter continues on p 9)

Teacher's Corner (Social Justice) - Women & Water by Christine Kathurima

Access to clean water is a global struggle. Every day nearly one billion people go without it. In many countries, women are responsible for finding and fetching water for their families. They walk for miles, carry heavy burdens, wait for hours and pay exorbitant prices. The work is back-breaking and all-consuming. Quite often the water is contaminated, even deadly. In these instances, they face an impossible choice – certain death without water or possible death from illness.

Once they are old enough. Young women join in this effort. They spend countless hours trying to provide this basic life necessity.

Women also struggle the most with lack of adequate sanitation, the often unspoken part of the water and sanitation crisis. 'Dignity' is the word that sums up this crisis. Around the world, fewer than one person in three has access to a toilet. In many

countries, it is not acceptable for a woman to relieve herself during the day. They wait hours for nightfall just to have a little privacy. This impacts their health and puts their safety at risk. About half of the girls worldwide attend schools without toilets. The lack of privacy causes many girls to drop out when they reach puberty.

The lack of water and the sanitation issue lock women into a cycle of poverty. They cannot attend school; they cannot earn an income.

Water education programs around the world have helped women transform their communities. Water.org, Nazarene Compassionate Ministries, and others are teaching women about clean water. Women are able to organize their communities to support a well and take out small loans for water connections and toilets. They support one another, share responsibility. These efforts make an impact, taking us one step

closer to ending the global water crisis.

Here are some suggestions on how you could introduce the water crisis in your classroom.

First, start with some general questions to get students started thinking about water:

- (1) Do you like water?
- (2) What does water taste like?
- (3) Do you think water should be free?
- (4) Do you buy mineral water or drink tap water?
- (5) What do you think it would be like to not have fresh drinking water?
- (6) What are three adjectives to describe water?
- (7) What do you think of this quote? Jacques Costeau said: "Water and air, the two essential fluids on which life depends, have become global garbage cans."

Once students have finished discussing these questions, ask students to (Continued p 9)

Results of Access to Clean Water (taken from water.org)

Education

Increased girls' school attendance, level of education and literacy rates because they no longer need to miss school to secure water for their families and have adequate and separate sanitation facilities

Health

Improved Health for women and girls who no longer have to delay defecation and urination.

Reduced child and maternal mortality as a result of access to safe water.

Increased dignity and reduced psychological stress for girls and women particularly when associated with menstruation, pregnancy, and childbirth can be managed discreetly.

Reduced physical injury from constant lifting and carrying heavy loads of water.

Reduced risk of rape, sexual assault and increased safety as women do not have to go to remote and dangerous places to fetch water or defecate.

Socioeconomic Opportunity

Increased recognition of women having skills and knowledge outside traditional roles, strengthened voice for women, and new opportunities for women's employment.



“Women also struggle the most with lack of adequate sanitation, the often unspoken part of the water and sanitation crisis.”



“...Korean students like it when their teachers allow students to practice their writing out loud and to have teachers correct...as they read...”

The Korean View on the Ideal Native English Teacher by Akli Hadid

Having interviewed over 50 Koreans about how they viewed the ideal native English teacher, I found that they had surprising yet clear expectations of their foreign English teachers.

Since English education in Korea tends to be test-based, it is no surprise that Korean learners of English expect their Korean teachers to help them with the reading and grammar portion of the test, and expect native speakers to help them with the listening portion of the test.

If you want to be liked by your students and their parents, you will need to prepare a lot of multiple choice test-type listening activities to help with the listening portions of the C-SAT (*Suneung*) and TOEIC and TOEFL examinations.

Don't be intimidated by the idea that most of your Korean students will perceive you as a "human tape recorder." Practice your pronunciation and reading skills, listening to some listening activities and make sure that your voice fits or is close to that found in tapes.

In fact, Korean students want you to supplement the audio-files, meaning that they want their listening activities to have more variety than those on the Class CD. You may give a listening activity on a topic you like particularly and prepare multiple answer questions on that topic. That may be followed with a few questions to clarify or supplement the topic

if students are interested in discussing it.

TOEIC speaking and TOEFL speaking being the trend, Korean students also expect help for acing such tests. Such tests do not test unstructured or spontaneous conversation, so you might as well ask a broad question and give students preparation time before they answer the question. Students said their best experience was with native teachers who allowed them to write and read their answers first before they gradually did away with the script.

Since TOEIC and TOEFL speaking tests mostly involve simple questions such as "what was your favorite vacation?" or "what is your dream job" most questions revolve around test-taker likes and dislikes. Practicing such questions in pairs or groups could be a bad idea though, since tests are individual tests. Since most questions require 45 second to 1 minute answers, it is best to time the students when they practice their answers.

Korean students also like teachers who correct their pronunciation and who are good at teaching pronunciation, and like to have a teacher who is a role-model whose accent and pronunciation they can emulate. Listening activities not only give students practice for their listening tests, they also give students an accent that they can emulate.

Adult students have the same views on ideal teachers, but

showed a stronger like for games and approachability. Many adult students told me that they liked teachers who took some of their time to meet students after class or to have conversation with students after class.

Adult students and kids alike noted that they wanted to hear the teacher's voice and did not like excessive (if any) use of videos, movies or tapes. They like it when teachers bring along a lot of listening and speaking activities that they prepared in advance and that will help with test-taking.

As for writing, Korean students like it when their teachers allow students to practice their writing out loud and to have teachers correct their writing as they read, as opposed to the North American or European habit of correcting tests and only providing exclusively written feedback.

Korean students also seemed to dislike motivational speeches or off-topic conversation which does not help them with their tests. Many told me that they like to keep such conversation for after class.

Finally, Korean students' favorite moments with native teachers tends to be when teaching listening and speaking was so intensive during the one, two or three hour class that the students' improved significantly in their test scores.

(The Korean View on the Ideal English Teacher continues on page 12)

PROFILE PIECE — Jessica Posthuma

Jessica Posthuma teaches at a private Christian Elementary school in Ochang.

How did you get connected with (English language) teaching in Korea?

Originally I taught English in China for three years. During that time I fell in love with teaching and decided to pursue it as a career. I headed back to Canada and obtained my teacher certification. While I was living in Canada I began to watch Korean dramas. It was during this time that I felt God gave me a heart for the Korean people. So I started looking into possible options. Then an acquaintance that I had met in China informed me of a possible teaching opportunity in Korea. After I completed my schooling, I was contacted by the principal and offered the position. My school is a small private Christian elementary school in Ochang. It has been such a blessing to teach at this school.

How long have you been here?

This is my 5th year of teaching in Korea.

What is the most challenging aspect of Korean culture for you?

I previously lived in China for three years. My first year there I worked with a Korean church. That was my first real exposure to Korean culture (although I did have a Korean pastor in Canada). At that time the most challenging

aspect was the work culture, the expectation of putting in long hours. That year I learned how to say “no”.

Now living in Korea, I have been blessed with the opportunity to work with wonderful people who have been understanding of the differences between Korean and Western cultures. The main challenge living here has been the language barrier. However, I have been able to make many Korean friends who are able to speak English well and so I tend not to feel frustrated.

What aspects of Korean culture do you particularly enjoy?

Living in Korea I have found that the majority of Koreans are friendly toward expats. They tend to go out of their way to make you feel comfortable. When they have enough courage they often try to practice their English and have a small conversation. This makes me feel very welcome.

What other ministries are you a part of?

For two years, I and my Korean friend led a small Bible study. This Bible study was connected with our church. It was great time of learning and fellowship. Currently I attend another Bible study once a week and we also started a prayer group that meets once a week.

How do you connect your faith to your teaching?

As an elementary school teacher in a Christian school, connecting my faith to my teaching is simpler. Obviously, in Bible class we have discussions about the Bible. However, I try to make sure that I’m not just telling Bible stories, but showing the students how God has been working in my life and how he can work in theirs. In other subjects I try to demonstrate how the truths from the Bible fit into all aspects of their studies. I think it is very important that my life itself demonstrates the love of God to the students. I try to be as real and honest with them as possible. I think I have been blessed with the small community that exists in my school. This has allowed me to become closer to my students and hopefully I have been able to impact them in a way that shows God’s love.



“...Koreans...tend to go out of their way to make you feel comfortable.”

“... my faith reminds me that I am in continuous fellowship with my students.”
-Nicole Chetty Gunter

PROFILE PIECE – Nicole Chetty Gunter

(continued from page 4) more importantly, knowing that God is helping me, help my students.

Secondly, as a Christian my faith reminds me that I am in continuous fellowship with my students. This knowledge motivates me to build a safe and supportive environment for my students. Teaching English as a second language can be incredibly frustrating, and I have discovered that many of my students are often reluctant to participate in class activities

because of the fear of failure. As such, when I provide a safe and supportive environment, my students feel encouraged to participate in classroom activities.

Lastly, as a Christian I have been mandated to make disciples of all nations and I truly believe that I have the privilege of discipling my students on a daily basis. Last semester I had my students keep updated journals for the Reading and Writing classes. Every week they would make an entry

based on various topics that I provided and I would then give feedback to every student. The students were naturally reluctant at first but at the end, almost every student believed that the reflective process helped them grow in many ways. Watching the personal transformation of my students' lives was a priceless gift.

Teaching is an Act of Faith

A recent discussion on LinkedIn.com (August 2015) asked for comments about teaching as an act of faith.

Howard Zinn is famous for saying “Teaching is an Act of Faith”. What do you think? It was posted by Anes Abdelrahim Mohamed.

A number of people responded:

“Yes it is. There is that faith that I can change & evolve while helping others do so in our classroom: Change from the micro to macro perception! It is faith that education can smooth out all differences: of caste/creed/racial feelings, class barriers to establish a humanitarian and scientific outlook. It is our biggest faith because it assures us of a democratic society.”

“Faith in ourselves and the love we give when we care about our students and our work. Faith that dialogue, learning, and cooperation can change the world. Zinn knew! Great quote...”

“Faith in God that change will happen, faith in ourselves and the love we give, faith that teaching and learning does change the world in a positive way, faith that we can learn and cooperate together. Teaching is an act of faith.”

“Teaching is love...God is love...We really need to understand this...”

“It is indeed. It takes faith to believe that your students will grasp the understanding and values you're trying to impart to

them: and that they'll grow through the love and commitment you show them.”

“Teaching is sacred passion.”

“I am passionate about my teaching. If my students do well, I celebrate and if they don't, I continue to pick up on ways to improve. But I am no exception. A dedicated teacher is always true to her/his faith.”

“It is rather a science taught with faith.”

“Teaching is an art...You must inculcate attraction to the student and drag the student along with you in your subject. This can be done only with faith and confidence.”

Women and Water (Continued from page 5)

comment on question 5.

There is an excellent three minute video on Youtube entitled Water.org: Unleashing the Power. Before watching the video, ask students to listen for an explanation of the water crisis and for possible solutions to the water crisis. What is the water crisis? What can be done to solve it? Is it charity, drilling wells, etc.? What is water credit?

When students have finished watching the video, give them the summary of the crisis at the beginning of this article or from eslholidaylessons.com/03/world_water_day.html. In pairs, have students read aloud and ask them what is the most surprising thing they have read. They can

comment or write in a journal.

[EsLholidaylessons.com/03/world_water_day.html](http://eslholidaylessons.com/03/world_water_day.html) has some excellent classroom handouts that you can use including a phrase-match activity, listening gap fill, choose the correct words, multiple choice, spelling, scrambled sentences, and others.

When I have worked with Korean students on this topic I have always ended class with a reflective journal. Students are often shocked to be attending a class on a real world issue that needs to be solved in our lifetime.

If time allows in your classroom, have students do some research into water solutions around the world. It is important for stu-

dents to know there are solutions to global issues.

Here is one story about a family transformed in Bangladesh after learning about safe, clean water:

Ratna and her family used to draw water from a nearby pond for drinking, cooking, and washing. She and her husband didn't understand why her two children were sick so often until she attended a courtyard meeting and learned the benefits of using safe water. Most water in the coastal areas of Bangladesh are salinated, so Ratna has learned to boil water so that it is potable and safe for her family. "This program has given life to my family," she says, "and we are so grateful." (NCM Magazine, Summer 2015, p 9)

Taking Attendance to the Glory of God (Continued from page 3)

record is one of the first signs that something is wrong. If I talk to these students one-on-one and ask what is going on in their lives, I often find that they are struggling with serious problems outside of class. These are the students who most need my encouragement, support, and prayer as a Christian teacher. Faithfully keeping my attendance record helps me make that connection.

In itself, taking attendance is a mundane activity; nevertheless, it

provides opportunities to show Christian care. Keeping these opportunities in mind will help us take attendance for the glory of God.

*"...attendance is a
mundane activity;
nevertheless, it
provides
opportunities to
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care."
- Heidi Nam*



*“... the word
assessment often
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frequently
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and stress...”*

Creativity in Language Learning: by Virginia Hanslien

The creative use of language is an important aspect of language learning often ignored in second language classrooms. Teachers and students focus on definite aspects of language learning (grammar, vocabulary, pronunciation, etc.) that are easily taught but not easily assessed. The myriad of issues/challenges involved in oral assessment has led me to reconsider and evaluate alternative methods that allow students to be creative with what they are learning.

Let's look at the issues involved in oral assessment. First, students are often not prepared for these kinds of exams. The reasons are numerous. They are not familiar with these kinds of exams and, therefore, do not know how to prepare. Also, they are just not motivated. Second, if they are prepared, nervousness often takes over and the results are not as the students wanted. Third, students often have memorized responses to questions they think the teacher will ask. The end result of memorized responses is English production, not communication. Follow-up questions are usually met with confusion by students. Fourth, oral assessments are challenging for the professor/teacher. Listening to similar questions and answers from every student can

tax our listening skills as well.

For the past three years, I have successfully used the famous murder mystery, *Death on the Nile*, as a final project in conversation classes. Students write a script that reveals who the murderer is, why the murder was committed, and how it was done and create a 4-7 minute video from their script. The requirements for the script include (1) asking 4-6 starter questions, (2) answering those questions and writing follow-up questions, (3) using rejoinders, (4) 7-10 vocabulary words or phrases from the movie, and (5) 3-5 modals of certainty. In addition to writing the script, each student takes on the role of one character from the movie when they make the video. This offered opportunities for creativity that allowed students to break free from their old language patterns and pushed many to a higher level of language learning.

This project has addressed the motivation issue that many students face. In **Motivational Strategies in the Language Classroom**, Zoltan Dornyei explains “Human like to be challenged...This means that tasks in which learners need to solve problems, discover something, overcome obstacles...are always welcome.” (p 76) “Tasks which concern ambiguous, prob-

lematic, controversial, contradictory, or incongruous material stimulate curiosity by creating a conceptual conflict that needs to be resolved.” (p 76)

The first key to success for this project was to lead students through the creative process. Decisions about the murder were made immediately. When the script was first introduced, I had students discuss with a partner who they thought the murderer was. By the end of class, the students were to write on a piece of paper who they thought did it and why. This focused students for the next class where they were given time to work on their script. The next class was a rehearsal where they read through their scripts, and I made suggestions and comments. The last class, where students watched each others' videos, has continued to be a highlight for the past three years. In addition, we watch the final scenes and reveal the real name of the movie (students are told the name of the movie is **Love in Cairo** to avoid downloading).

Another key was to pick appropriate material for the age level. *Death on the Nile* was chosen because it is a story about a couple who kills an heiress for money.

Students easily related to the concept of a love triangle.

The third key was to create a rubric to assess the video the students made. Careful consideration of use of language and pronunciation are as important as the action that highlights it.

If you have been frustrated with oral assessment, this could be an alternative for your classroom. The benefits were numerous. First, students used language that they would use in traditional oral assessment (question formation, answers, grammar, and vocabulary) in a creative, meaningful way. Second, they worked in groups which simulated real work experience. Third, students often communicated to each other in English while working on this project. Fourth, most students were motivated to do this assignment well due to the creativity involved.

References:

Dornyei, Z. (2001) *Motivational Strategies in the Language Classroom*. Cambridge University Press.

CELT International Conference June 24-25 2016 Seoul, South Korea



Collaboration in the Classroom and Beyond

Plenary Speakers: Chuck Sandy & John Liang

CELT 2016 Korea has a page on the CELEA Website with links to the Call for Papers, the online submission form, and the paper-based submission form.

Early submissions are due November 30, 2015.

All submissions are due January 30, 2016.

The conference will be June 24-25, 2016.



International Journal of Christianity & English Language Teaching

A refereed, online journal on Christianity and ELT

The *International Journal of Christianity and English Language Teaching* (*IJC&ELT*, ISSN 2334-1866, online) is the official journal of the Christian English Language Educators Association (CELEA) and is supported by the Department of Applied Linguistics and TESOL at Biola University. *IJC&ELT* publishes articles and reviews related to English Language Teaching (ELT), with a perspective of particular interest to Christians, and specifically Christian English language educators.



Organization

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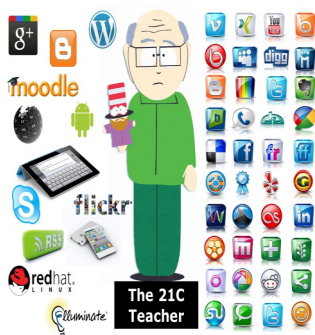
Business Tagline or Motto

Purpose Statement:

The purpose of this group is to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle, and to serve others by:

- providing role models who integrate their faith with their profession
- sharing resources for teaching and personal growth
- encouraging one another through fellowship and worship

The Korean View on the Ideal Native English Teacher by Akli Hadid



Finally, Korean students' favorite moment with native teachers tends to be when teaching listening and speaking was so intensive during the one, two or three hour class that the students' improved significantly in their test scores.

Korean students who liked native teachers because they taught conversation in an unstructured way and encouraged students to ask questions exist, but they are the minority. Most want to improve their test scores and may God be with you and your students as you help them improve their English skills and test scores.