

CHRISTIAN TEACHERS'
SPECIAL INTEREST
GROUP (CT-SIG)

SPECIAL
POINTS OF
INTEREST:

- **CELT 2014**
(Virginia Hanslien)
- **PRESENTATION TIPS FOR NERVOUS NOVICES**
(Tim Thompson)
- **MEANINGFUL ACTION**
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LETTER FROM THE EDITOR:

By Virginia Hanslien

Welcome to our first issue of the Christian Teachers' Special Interest Group's Newsletter! We hope you enjoy the articles that have been written and are inspired to reach your students in ways that you haven't thought of before.

You will find within some inspirational pieces including 'An Epistle to the Language Teachers' and 'Beattitudes of Teaching and Learning'.

There are also more practical pieces including 'Presentation Tips for Nervous Novices' and 'A Winning Use of Points'. These deal with the nuts and bolts in the classroom and will be helpful for readers.

We will be including a regular PROFILE PIECE section in these issues. These will be spotlight pieces of Christian teachers who are doing a myriad of blessed things in Korea and beyond. It is good to know what other Christian teachers are doing.

If you are reading this in print, I want to thank you for joining our fifth Symposium.

The theme for this year's symposium is taken from Hebrews 10:24. "Let us consider how to inspire each other to greater love and righteous deeds."

This verse comes at an appropriate time for the group. As we

consider how to strengthen this group as a community of teachers committed to God's love and His work in our lives, we should reflect on community in its biblical context, as well as consider the past events of this group and look towards the future.

The word for community in the New Testament is *koinonia*, and it appears 19 times. It first appears in Acts 2. The Christian church grew significantly because the believers met in their homes regularly for teaching, prayer and socially encouraging fellowship times. (Acts 2:41-47)

They were together, learning, sharing, caring, praying and be in awe of what God had done and what he was going to do.

This presents a great challenge for us as teachers. We hope to embody this concept of community. We may not be able to be physically together, but we can learn, share, care, pray, and be in awe of what God has done through telephone calls, text messaging, and online. We need that sense of wonder that the early Church had.

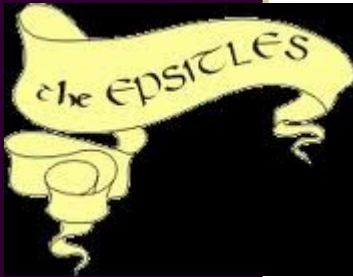
We are in awe of what has been done already. The Christian Teachers' SIG has already hosted local symposiums at different universities. Our first symposium was at Honam University (2006). Chongshin University hosted in 2011, Jeonju University

hosted it 2012, and Handong Global University hosted in 2013. It has given us considerable experience in terms of planning for conferences.

As this organization works towards hosting an international conference, I ask that you would consider joining us in prayer and even consider becoming a part of the planning committee for an international conference being planned.

Join us as we build community among Christian teachers in South Korea and abroad.





*"I pray that
Christ's example
as teacher will
inspire you to be
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An Epistle to the Language Teachers

To all those called into English language teaching who belong to Jesus Christ, grace to you and peace from God our Father and the Lord Jesus Christ.

First, I thank my God for each and every one of you and the work that you do. I pray that God will strengthen you, fill you with the Holy Spirit, and give you wisdom inside and outside the classroom.

I pray that Christ's example as a teacher will inspire you to be excellent in class. Christ, our Lord, knew the Scriptures and taught them well. If you are teaching other Christians, use Scripture and prepare your lesson plans well. If you are planting seeds for the gospel, grammar and vocabulary are an important part of the lesson, but they do not have to be the focus.

I also pray that you will follow Christ's example of engagement. He was deliberately provocative. He expressed many things that were not understood immediately. He made people question what they knew and pushed them to think differently. As you teach, expect that your students will engage you, question you, and challenge you.

As they engage you, you and the students are changing. You are becoming more Christ-like and your students will have paradigm shifts in their thinking. God is working in you and through you.

You are representing our Lord and Savior. He was the epitome of justice, love, mercy,

and humbleness. Treat your students fairly, love them, and remember what it was like to be a student. It will keep you humble, compassionate and merciful in the classroom.

Also, take a moment before class to pray. Ask our Lord, how do you see my students? This is important when they challenge you with unfinished homework, and half-hearted attempts at English. With vision, you will be able to treat your students with kindness and respect, listening to them carefully, and welcoming their questions.

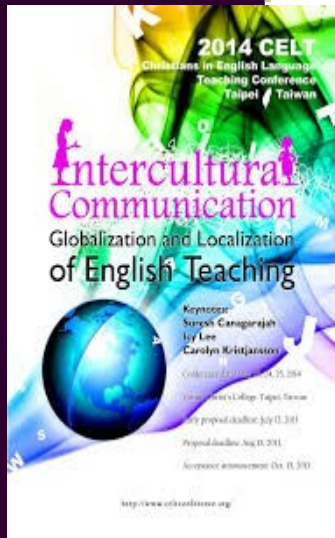
Importantly, wherever you are, remember that you are part of a community of believers, a global community of Christian English language teachers. When you feel alienated, remember that the Israelites also felt alienated from God during the Exodus. But they were not. God was working to bring them into the promised land.

Lastly, do it all in love. Christ's life on this earth, death, and resurrection needs to be reflected in you through the leading of the Holy Spirit.

May the grace and peace of our Lord Jesus be with you as you teach.

(Inspired by a comment from Suresh Canagarashah made at the closing session at the CELT 2012 Conference in Hong Kong)





“Another aspect of this conference that was inspiring was the number of sessions that detailed what different English teachers are doing in their classrooms.”

CELT 2014

By Virginia Hanslien

I had the privilege to attend CELT 2014 in Taipei, Taiwan with Heidi Nam in May. The theme of this conference was Intercultural Communication: Globalization and Localization of Language teaching

The first plenary was entitled Negotiating Difference in Intercultural Communication: Reconciling Research and Faith. Dr. Suresh Canarajah spoke of the values needed in intercultural communication. Negotiation strategies that require the values of patience, tolerance, openness to accommodate difference, and the humility to be self-critical and reflexive are in line with the values of the Bible.

The second plenary was entitled Living Out Our Christian Faith in the Writing Classroom. Dr. Icy Lee of the Chinese University of Hong Kong. She addressed three questions. How can we live out our Christian faith and values in the teaching of writing? How can we help students become more aware of issues of spirituality and develop God-given abilities through writing? How can we encourage students to write in ways that are pleasing to God? She answered each of these questions in turn by drawing on her own research, then exploring a range of writing pedagogies that teachers can adopt to encourage students, and how teachers can encourage writing when engaged in Internet-based social networking.

The third plenary was Carolyn Kristjansson from Trinity Western University. It was entitled English Language Teaching: Locating Faith in the Context of Global and Local Dynamics. She explored how teaching and learning English is a dynamic social process. It considered how possibilities for meaningful action and validating or invalidating constructions of identity by teachers and learners in the classroom can be linked to broader frames of reference, including view of humanity grounded in faith values.

As someone who has been teaching for over fifteen years I appreciated that each plenary speaker was able to link the academic aspects of the classroom with spiritual dynamics of Christianity.

Another aspect of this conference that was inspiring was the number of sessions that detailed what different Christian English teachers are doing in their classrooms. Nancy Ackles spoke of English language teachers as agents for positive change. Luxin Yang explored teachers' beliefs and practices in teaching writing. Shelley Page talked of Christian practices of teaching and learning in secular classrooms. Alan Seaman gave voice to English language diversity in his session.

The list goes on. Jonathan Klassen spoke of Children's literature as moral technology. Good stories do matter. Another favorite was entitled

Teaching and Learning English in the Land of Narnia by Wan Lun Lee. Personally, any teaching connection to Narnia interests me. Another invited speech that I got a lot out of was entitled Promoting Teaching professionalism: Reshaping Teacher Beliefs through Christian Teachers' community of practices.

I left Taiwan and came home rather late that Sunday evening exhausted from traveling, but inspired. Inspired by the myriad of things I had heard discussed in plenaries experiences teachers had shared, and with new idea of how to integrate my faith to the classroom. Again, a big thank you to everyone who was involved in organizing and presenting at this event. I was blessed and inspired to come back and do things differently in my classroom.



“Prior to CELT 2014, I had no experience in organizing any international conference.”

PROFILE PIECE: June Liu

June Liu was the Chair for CELT 2014. She is the director of the Foreign Language Center at the National Cheng-chi University in Taipei, Taiwan.

1. Tell us a little bit about yourself. How are you connected with the world of English language teaching.?

As a Taiwanese, Mandarin is my mother tongue. Although my mom took me and my brothers to the church ever since I could remember, I was not baptized until the year of 2006. I received my PhD in TESOL at Purdue University, W. Lafayette, In. USA in 2005 launching my tenure track career as a ELT professor at one of the top three universities in Taiwan.

At the start I was quite frustrated by students' critiques and the repeated failures in publishing papers in international journals, which are mainly English dominant. As a result, I could hardly commit myself to, or consider myself a member of the ELT community. However, God seemed to have a different plan for me. He led me to go through the difficulties of teaching, and had all things work together to be of help with my research. Looking back, there were many coincidences during the time I was undergoing my tenure pressure, such as friend's generous help, a great book I found, an incidental chat with someone, an unbelievable timing for collaboration, an idea popping up that turned a dead-

end into promising work, etc. These all drove me to go further.

I passed my tenure review and continued onward to become the director the Foreign Language Center at my university. I later also became the plenary speaker of SSLW 2013 (Symposium of Second Language Writing), one of the most prestigious international conferences on L2 writing, and I was chair of the CELT 2014 Conference in Taiwan. I know all these come from God and not through me. God raises me high above what I've asked for and thought about. I still do not dare to claim to own the identity of an L2 writing researcher or that of an ELT professional if without God's mercy and grace.

2. Share a relevant joy or challenge you experienced while organizing CELT 2014.

Prior to CELT 2014, I had no experience in organizing any international conference. On top of that, after taking up the position as chair of CELT 2014, I soon realized there were no resources with which to organize this conference — no money and no helper. It was a big faith challenge for me. I prayed hard to the Lord to at least give one capable assistant. One afternoon while I was praying in my office, someone knocked on my office door. I opened it to find one of my colleagues leading a young man into my office, saying “Professor Liu, do you need an assistant? This is Patrick, he

was my student; he just received his MA degree is looking for a job. He can be a helping hand.”

That was how I met Patrick, the CELT secretary. Patrick, indeed is a great helper. He helped me write the funding proposal, through which we received \$17 800 USD from the Taiwan government.

Later Dr. Icy Lee, the chair of Celt 2012 in Hong Kong, further helped with lots of red tape, and amazingly the frozen remainder of the CELT 2012 money could be transferred from the Chinese University of Hong Kong to CELT 2014. Starting from scratch, CELT 2014 has been organized step by step.

Though Patrick and I had no prior experience in organizing an international conference, God continued to lead us, imbuing us with vision and paving our way. About 70 session were held and about 100 ELT professionals participated in CELT 2014.

The process of organizing CELT was the process of experiencing God. I have realized that God was the chair of the conference and I was his servant. It's my honor to be a servant, and I am proud of what was accomplished.

(Continued on page 6)



“Talk to the audience members like they are a group of individuals, not a big, scary mob. Smile and watch them smile back.”

Presentation Tips for Nervous Novices

By Tim Thompson

I try to attend at least five conferences or workshops every year. This gives me the opportunity to observe a large number of presenters and on such occasions, I often see and hear things that detract from the speaker's ability to give the most effective presentation possible. I hope some of these tips will help newer (and even experienced) presenters become more competent and confident speakers the next time they speak in public.

1. Have a Goal

What is it that you hope to accomplish by the end of your presentation? Some speakers want to share with the audience something they tried in their class or explain some research that they have completed. Others want to persuade the audience to try the current ELT flavor of the week in their classes. Sales reps want attendees to consider buying their textbooks or subscribing to their websites. Regardless of the type of presentation you are giving, without a goal you cannot measure whether or not you delivered a successful presentation.

Your goal will become your hook. Tell the audience at the beginning of your presentation what you plan to do; “I am going to explain the results of my research.” “I am going to share a great lesson that worked in my class.” “I’m going to explain why your students should read for fun in their L2.” Once the audience knows what you plan to give

them, they have a reason to pay attention.

2. Have Confidence

It's easy to tell someone not to be nervous, but there is a very good reason for a presenter to feel confident: the audience wants you to succeed. I can't imagine someone attending your session at a conference and hoping that you are boring or unprepared. Imagine instead that the people attending your talk are sitting there with their hands cupped, waiting for you to give them something. Now go back to the first tip and ask yourself what it is that you plan to give them. Is it something useful for your audience? If it is, then *imagine you are giving them a gift*. It is human nature to be proud and excited when you give someone a gift that we know they can use or enjoy.

3. Slides are not Handouts

Busy, wordy slides can be a real downer in a presentation. On the other hand, if the audience can read the text faster than you can say it, you don't really need to be there. Your visuals need to supplement what you are saying, not the other way around. If you are guilty of having way too much text on your slide (and we all have been), consider first printing the online version of your slides and then removing most of the text to leave only headings, key words, and visuals. Keep the printed copy of your outline to refer to while speaking or cut and paste the text into the notes section of you each if you will be utilizing Presenter View with a pro-

jector.

4. Tell Stories,

Once you have an organized, well-thought-out presentation, you must focus on explaining your content to the audience without putting them to sleep or confusing them. One of the best ways to do this is to tell stories. If your goal is to share your research, tell the story of how you formed your research questions. Describe the process of finding your subjects and how you felt as you were analyzing the data and noting your conclusions.

Talk to the audience members like they are a group of individuals, not a big, scary mob. Smile and watch them smile back. Don't make excuses or apologize for being nervous or not being prepared. It's natural to be nervous, and if you aren't prepared, perhaps you shouldn't be asking the audience to give you their time and attention for the next 20-120 minutes. Tell your audience that you are happy and excited to be there sharing your story with them and mean it.

5. Manage your Time

Few things frustrate me more than a speaker who can't finish on time. If you can finish your classes on time every day (and I hope you can), then you should be able to finish your presentation on time.

(Continued on page 6)

Presentation Tips for Nervous Novices (Continued from p 5)

I have never witnessed anyone complain about a presenter finishing five or ten minutes early. It gives audience members time to ask questions or leave if they want to make it to the next session or just grab a cup of coffee. Attendees who don't want to ask a question in front of the whole room can hang back and speak with you one on one.

However, none of this can happen if you finish at the end of your allotted time or run over.

I have yet to attend or deliver a perfect presentation. A perfect presentation, however, is an unrealistic goal. A better goal is to attempt to improve from one presentation to the next; and to do this, we should solicit feedback and reflect on what we do well and what we need to do better.

I sincerely hope these tips help you when you prepare your talk at the next conference so you are able to deliver your content and leave a positive impression while doing it.

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“Dr. Canagarajah once told me that the reason why he is so academically productive is that he does research not simply for research sake, but for a higher meaning — God.”

SPOTLIGHT: June Liu (continued from p 4)

3. What is your favorite Bible verse, and why?

My favorite Bible verse is “And he said unto me, ‘My grace is sufficient for thee: For my strength is made perfect in weakness.’ Mostly glad therefore will I rather glory in my infirmities, that the power of Christ may rest upon me.” (Corinthians 12:9) It reflects my life experiences . God has always given me enough grace and makes me strong in my weakness.

4. Is there a book, article, or individual related to ELT that has influenced you and/or your teaching? If so, could you explain how?

Dr. Suresh Canagarajah and Dr. Icy Lee are two ELT professionals that have influenced me the most.

Dr. Canagarajah once told me that the reason why he

is so academically productive is that he does research not simply for research sake, but for a higher meaning — God. His words have had a strong and lasting impact of me ever since. It encouraged me to look for my calling and to change the way I see research and my job.

Dr. Lee’s sharing of her life has also had a strong impact on me. She is a self-disciplined and diligent researcher. Moreover, she is great, loving mother of two boys. She has set herself as a great role model for me, showing that being a good and faithful servant of the Lord is to take our vocation seriously.

I’m still learning my calling, and I am grateful for being at this teaching position that allows me to have opportunities to befriend young people, to instruct students in academic learning as well as life’s lessons, and to help them if they need me to support them if they request it.



“11 years ago, a coworker...invited me to accompany him to an orphanage...I politely declined. I had good reasons.”

SPOTLIGHT: Lisa Weathersby

There are people in South Korea doing a myriad of amazing things for God. I would like to introduce Lisa Weathersby.

Tell our readers a little bit about yourself. How did you get connected with English language teaching in Korea?

In April of 1998, I had decided NOT to go to Korea to teach for a year. In August of that same year, I reaffirmed my decision to my persistent high school friend that I would not accompany her to Korea. Three times the charm applies here. By her third invitation, I was singing a different tune.

Why? There was an FBI raid at the company I worked for in the U.S., and I did not stick around long enough to find out why. I stepped off the plane on January 4, 1999.

How long have you been here?

16 years. A one year contract easily turned into a second year. After that I thought another year would be fine. I kept resigning contracts each year because I was enjoying my life and my work so much.

What do you enjoy most about Korean culture?

Based on my preoccupation with fruit, it's no wonder that one thing that I love about Korea is its food culture. Of course, much of the food is quite delicious and suits my palate well, but what I truly find fascinating is Koreans' view of food as more than just something we put in our mouths to keep our stomachs from rumbling. Here, food is health. It's medicine. It is pride, and it's nationalism.

Each food has a particular benefit to the body. I love how a slight cough and a scratchy throat in my 9 am class leads to a box of pears outside my office door by the end of the day, a gift from a concerned co-worker. In the States, someone might have offered me a cough drop!

How did you decide to start teaching in an orphanage?

11 years ago, a coworker at Kongju National University High School invited me to accompany him to an orphanage. He already was volunteering. I politely declined. I had good reasons. I had this idea that it would be irresponsible to visit an orphanage, teach a lesson for a couple of visits, and then go back to my carefree life and never return. I imagined that the kids had had their fair share of good intentioned volunteers who disappeared when it was no longer convenient to go there. I didn't want to be that person.

My co-worker was very persistent, at times, annoyingly so. He just didn't give up. It took nearly a year, but I finally acquiesced. My first visit was part of a Christmas event for the kids. In a couple of hours, the kids made an impression on me. I knew that if I was going to volunteer, I would have to commit for the long run. I have been volunteering for over 10 years.

What has been your biggest challenge in adapting to Korean culture?

My biggest challenge, and also my greatest reward, is teaching in Korea. The educational culture is strikingly different to what I have been accustomed

to. My enthusiasm for education, learning, and self-improvement is in stark contrast to that of most of my students. For many, education is strictly a means to an end and not a joy in itself. If I want them to value an end result, I have to make them 'suffer' through the process. The rewards at the end of a tough climb seem to have more weight with my students than the same rewards at the end of a longer, leisurely stroll.

How do you connect your faith to the classroom?

I am a teacher. I am a Christian. I can't turn off being a Christian when I teach. Over the years, I had students ask me what makes me different from other teachers. My life goals, teaching style, attitude, and interactions are different. To me, it is all natural. I am myself conscientiously teaching for the glory of God.

The theme for Christian Teacher's Annual Symposium is building community. How do you create community in your classroom?

For one of my classes, I have students read Mitch Albom's **The Five People You Meet In Heaven**. I read this as an undergrad at Yale. It challenges the reader to consider his/her role in society and to value the roles of others. Through discussion, students see how we are connected as one part of a whole, a community. Each person has a part to play, a task, or a duty. I like to think I help plant the seeds of community in their minds as they go out to teach children, sewing seeds of their own.



“...points may have some unintended negative consequences...students who are insecure about their English ability may feel inclined to give up.”

A Winning Use of Points:

Cooperative and Competitive Uses of Points as a Motivational Tool

By Heidi Nam

Points are commonly used as a motivational tool in English classes. They are awarded for everything from linguistic performance to good behavior. Awarding points for specific accomplishments can help students attend to specific language features or desired social skills. Points can also create a sense of accomplishment during an activity since they provide a tangible way of counting successes. Points also create the expectation that someone will win and everyone likes winning.

Unfortunately, points may have some unintended negative consequences. In a competitive setting, students who are insecure about their English ability may feel inclined to give up. More assertive students may dominate activities as they focus on accumulating points. Also worrisome is that students may desire that their opponents lose points, which causes them to devote their attention to the failures rather than the successes of their classmates.

Many of these negative consequences could be lessened by incorporating features of cooperative learning. In truly cooperative learning, no student can be successful without the contribution of the other members of the group, and each member is held ac-

countable for their own work. If students depend on each other's performance then they will hope for their teammates' success. To explore how points could be used in competitive and cooperative ways, we will look at several possible adaptations of a classroom activity.

Suppose that in this activity, students are given a list of ten questions to ask each other. To encourage fuller conversations, the teacher decides to add points to the activity. Students can earn points by adding extra information (i.e. extra clauses) to their answers. The teacher provides a sample answer for the students and demonstrates how to count the points in the answer.

Points for the activity could be awarded competitively. The partners would compete against each other to accumulate the most points. A strategically-minded player might cut off her partner's answer, make her own answer as long as possible, or resist yielding the floor to her partner. A less confident player might ask the questions, and upon observing her partners' superior chances at winning, put little effort into extending her own answers.

The imbalance in the speaking roles could be reduced if the teacher defines the roles of the partners and then asks them to repeat the task, reversing roles. In the first repetition partner A asks the questions and partner B answers; in the second repetition, they switch. Defining the partners roles in this way makes the task slightly more coopera-

tive since both speakers are given time to participate. Nonetheless, awarding points competitively discourages the students from supporting each other. Neither partner desires the other's success, and there is no incentive for one partner to encourage the other to give fuller answers.

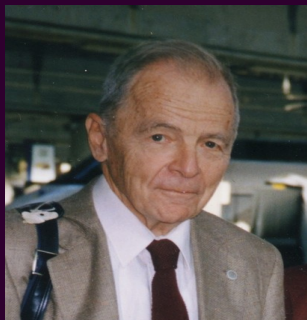
To make the task more cooperative, the partners could get a team score rather than an individual score. One way of creating a team score is take lower of the two partner's scores. Since neither student will want to handicap their team, both will try to get the highest score possible. The score of one student depends on the other, so each partner is likely to hope for the other to get as many points as possible. While this technique increases individual accountability, it could adversely affect motivation in the long run because the student with the lower score might feel ashamed of a performance that hurt the team.

Another way of creating a team score is to add the student's points together. If the students know that their scores will be added, they have reason to encourage their partners to give longer answers. It would still be possible for a team to rely on the more assertive member to get a higher score, but taking turns in the asking and answering roles, with an equal amount of time spent in each role, will help ensure that each partner pulls her own weight.

(Continued p 10)



“Earl Stevick...had the uncanny ability of always looking at learning from the point of view of the learner...”



Meaningful Action: Earl Stevick's Influence on Language Teaching

By Christine Kathurima

On a sad note, the international TESOL community lost a dear friend and mentor with the passing of Dr. Earl Stevick in August 2013.

He was an influential force in English language teaching, through many conference presentations and training sessions, plus key articles and books.

The latter included his groundbreaking volume *Memory, Meaning and Method* (1976) and award-winning classic, *Teaching Languages: A Way and Ways* (1980), along with *Teaching and Learning Languages* (1982), *Images and Options in the Language Classroom* (1986), *Success with Foreign Languages* (1989), *Humanism in Language Teaching* (1990), a largely revised 20th anniversary edition of *Memory, Meaning and Method* (1996), and *Working with Teaching Methods: What's at Stake?* (1998), among others. The beauty in Earl Stevick's writing is that he had the uncanny ability of always looking at learning from the point of view of the learner, and put things into language that was straight forward, if sometimes a bit unique.

While I realize very few people are going to go looking for any of these books, I would recommend you pick up **Meaningful Action: Earl Stevick's Influence on Language Teaching**.

With contributions from 19 ELT authors and influential academics, *Meaningful Action* draws upon and acknowledges

the huge influence of Earl Stevick on language teaching. His work on 'meaningful action' explored how learners can engage with activities that appeal to sensory and cognitive processes, ensuring that meaning is constructed by the learner's internal characteristics, and by their relationship with other learners and the teacher. This edited volume focuses on meaningful action in three domains: learner internal factors and relationships between the people involved in the learning process; classroom activity; and diverse frameworks supporting language learning.

The table of contents on this volume reads like a who's who? in TESOL, and there are many excellent articles. Those written by Alan Maley, Diane Larsen-Freeman, Donald Freeman, Scott Thornbury and Penny Ur are among the excellent articles, but they are all good. I find that many of them have to be read two or three times to really understand all that has been written.

Stevick's thought to use the perspective of viewing all the action in the classroom as being "inside," those things going on inside the learners and the teachers mind, and "between," between the learners, and the learners and the teacher, has a lot of resonance. It takes a lot of the complexity of learning-teaching, and makes it more understandable, which is sadly needed in our academic approaches to learning-teaching.

The schism between those

who believe that the answers come from careful research, and those who rely on the power of narrative comes out here and there is a place for both in the book, and in our search for useful answers.

My only criticism is that some of the authors seemed to be exploiting an opportunity to get their own ideas published when more could have been said about the power of Stevick's *Meaningful Action*.

If you are interested a sampling of Earl Stevick's writing, check on the Christian English Language Educators Association (CELEA) website at www.celea.wildapricot.org. The Earl Stevick collection is in the drop down menu under resources. If you are reading this online click on the link below.

<http://celea.wildapricot.org/page-1736597>

Beattitudes of Learning and Teaching

Blessed are you thinking about eternity. In looking back on life, you will have no regrets.

Blessed are you who leave home and country for your calling. The work is great, but the laborers are few.

Blessed are you when you embrace a vision for learning that is about the heart, the soul and the mind of your students.

Blessed are you when you pray for your students. For in prayer, you engage the hearts of your students.

Blessed are you when you offer moments for reflection in your classroom. For in reflections, students start to do the heart work that stretches the soul to become more.

Blessed are you when you challenge your students with tasks they can achieve. For in the small steps, students find the courage to embrace the harder steps of learning a language.

Blessed are you in preparing your lesson plans well. For in preparing well, we show a commitment to excellence that is easily recognized as a part of our witness as Christians.

Blessed are you when you are aware of when to push the lesson aside and focus on other issues that students are dealing with.

Blessed are you who are committed to prayer and small groups inside and outside the classroom. For in learning and changing beside your students, you truly become a life transformed by the power of

the gospel.

Blessed are you who serve with a vibrant, caring, visionary team. For in the midst of healthy community, results dramatically increase.

Blessed are you who stay for the long term. Effectiveness in teaching increases with time.

“Blessed are you when you embrace a vision for learning that is about the heart, the soul, and the mind of your students.”

A Winning Use of Points

(Continued from p 9)

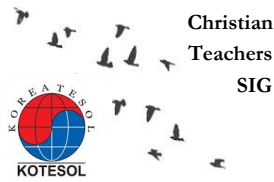
Once the team has a score, it is time to determine whether they won. Maybe the team is competing with the other teams in the class. That arrangement would be competitive and result in more losers than winners, but at least partners would not compete directly against each other, and it would allow everyone to enjoy congratulating the winning team. Alternatively, the entire class could add its scores and compare them with another class. But this method also has several disadvantages. Adding scores eats up precious class time, and the class might not find out whether it won until the next meeting. Furthermore, the whole class might lose the competition, which would be discouraging. Even if the class wins

the competition, it will benefit from a poorer performance by the other class. Although desiring a loss for such an abstract entity as another class might be preferable to desiring loss for a classmate, this desire is still a negative side effect of competition. As long as the team is competing against other students, someone is bound to lose.

Instead of competing against someone else, the team can compete against itself or against the clock. To play against itself, the team can record its scores, and then repeat the task to see if they can beat their record. If there is not enough time to repeat the task, then the class can take advantage of time pressure by competing against the clock. If each player manages to

earn ten points before the time is up, the team wins, and the class as a whole could have an unlimited number of winners.

Points can create the buzz of competition and the anticipation of a reward. They will be most rewarding when they are used in a way that encourages working together and desiring mutual success.



For more information about this newsletter or the CT-SIG:

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Christian Teachers SIG (CT-SIG)

Purpose Statement:

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

Highlights from the International Journal of Christianity and English Language Teaching

The International Journal of Christianity and English Language Teaching is a free, open access publication from the Christian English Language Educators Association (CELEA), a international, non profit association for those in English language teaching. It is supported by the Department of Applied Linguistics and TESOL in the Cook School of Intercultural Studies at Biola University, Mirada, California. Here are a few quotes from the journal that are worth discussing or pondering over.

“Multiple actors including English language teachers, graduate students, teacher educators, administrators, and program managers all have a role to play in encouraging faith-informed research and scholarship and in answering the question: *To what extent does what I am doing, the way I am doing it, why I am doing, and who it benefits align with my understanding of what God has revealed in Scripture and creation and what I believe he has called me to do?*”

-Mary Wong (2014) Faith Informed Research in English Language Teaching (p 18)

“...older participants...all agreed that explicit evangelism had no place in the classroom, but were willing to participate in evangelistic activities outside of school. Showing care and love to their students was seen as sufficient in itself as a witnessing tool.”

- Paul Wicking (2014) Faith and Pedagogy: Five Voices from Japan (p 56)

“Education is increasingly being viewed as a transformational process. Rather than focusing on the mere absorption of content, many teachers endeavor to change students’ “learning-related attitudes, values, beliefs, and skills” (Slavick & Zimbardo, 2012, p 576). Additionally,

there is great interest in locating and utilizing learning materials that are relevant to the lives of learners because of the believe that they enhance learning. (Brown, 2007; Dornyei & Ushioda, 2011; Floyd & Hebert, 2010; Titone, Plummer, & Kielar, 2012). Both secular and religiously inspired educators have sought ways of increasing the number of meaningful and transformational curricular materials available in the classroom. (Morgan & Vandrick, 2009; Purgason, 2009; Smith, 2008).

- Michael K. Westwood (2014) Addressing Reconciliation in the Classroom (p 83)