



CELEA News

Newsletter of the Christian English Language Educators Association

Biannual

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Letter from the President

Nancy Ackles, President@celea.net

As I look back at our spring newsletter, I realize with happiness that quite a number of good things have happened in the past months. These are also pointing the way toward good things in the future.

First, the CELT Dallas in March was very much a success. Dr. Amie Sarker organized a very smoothly run conference and deserves continued thanks. The Dallas Baptist University administration was generous in their hospitality to us, and DBU students were southern gracious as they provided transport, welcome, registration and services of many kinds. Dr. Mary Wong's plenary, pointing out the benefits that will come to the field through research, inspired many. Now the team for CELT Portland is forming, and this next conference promises to be well worth your time. We will meet at Multnomah University in Portland, Oregon, on March 26, 2014, and Dr. Kitty Purgason has taken on the role of program chair. She has good ideas for making sure the conference is beneficial to both ministry volunteers and professionals in the field. If you can possibly squeeze an early arrival into Portland when you travel to TESOL, or if you live in the area, even if you are very busy, this conference is worth attending.

Second, the TESOL academic session organized by Dr. Michael Lessard-Clouston, "Harmonizing Faith and TESOL," was well received in a crowded room, and at least one person said that attending it was the highlight of the entire TESOL convention experience. Dr. Michael Medley has organized the academic session for next spring in which Mark Honegger, Cheryl Woelk, and Morgan Nash will present on ways we find sustaining energy for our work. When you plan your TESOL schedule, include this session!

Third, in order to provide more services and an easily maintained site, the board has voted to move our website to Wild Apricot, a company that provides website hosting for many small (and not so small)

organizations. Heidi Enck, with the help of Dr. Frank Tuzi, has been doing the labor of moving us, and we are immensely grateful for the effort. The move is not complete, but already things like getting out emails to all on the address list or updating content have become much easier.

Looking to the future:

1. Consider attending CELT Taipei, May 23-24. There will be colleagues from all over Asia and from the US too, both attending and presenting.
2. Watch for the call for proposals for CELT Portland and submit a proposal if possible.
3. Consider volunteering some time to help organize the CELT Portland conference, especially if you live in the general area.
4. Send me any feedback you may want to give on the possibility of beginning membership dues for CELEA. The board is working toward having small membership dues (perhaps \$10 a year) so that we can have a clear list of who the official members of CELEA are and can generate a small treasury for such purposes as helping needy presenters get to conferences. The goal is to keep as many things as possible freely available, while making some things (such as voting for officers) available only to members. Memberships for students and residents of countries with low GDP (the TESOL global membership category) would be free.
5. We will need to elect officers as we move forward. If you could serve or if you would like to suggest someone, please let one of the board members know.

I read the book of Jude this morning (it's a small book), and Jude 2 is the verse I want to give you: Mercy, peace and love be yours in abundance.

May God guide and bless every one of you as we work to meet the needs of our students, all around the world.

Nancy Ackles

Nancy Ackles spent most of her career teaching in the English language programs of the University of Washington. In retirement she enjoys short-term teaching specialist opportunities and also developed and teaches TESOL's online grammar courses.

CELT Portland

A Christians in English Language Teaching conference is being planned for Wednesday, 26 March 2014 from 8 am to 3 pm in Portland, OR. Come to TESOL Portland a day early and participate in a CELT conference! Join other Christians in learning how to integrate faith and teaching in ethical ways, exploring the intersections of spirituality and language teaching, and prompting each other toward excellent service and teaching. The location is Multnomah University, not far from the Oregon Convention Center. For more about TESOL Portland, see <http://www.tesol.org/convention2014/schedule-at-a-glance>. Note that the CELT conference is independent of TESOL, but scheduled so that people attending the convention can do both.

At this time CELT Portland is accepting proposals for presentations. See details at www.celea.net and/or email kitty.purgason@biola.edu. Proposal deadline is Nov 30, 2013.



Editor's Note: The Diversity of TESOL

Jan Dormer, jdormer@messiah.edu

We are only a month into our new academic year at Messiah College, and already I'm feeling pulled in a multitude of directions. Promoting our undergrad TESOL minor on campus, teaching in our graduate TESOL program online, consulting with mission organizations and international schools about the education of English learners, developing an intensive English program for international students, corresponding with national schools overseas regarding upcoming study abroad trips, engaging in research and presenting at conferences....all these activities represent just a fraction of the diversity

that is found within the field of TESOL. Differences in the teaching and learning of English don't end with country, age or English level. In my former home of Malang Indonesia, English learning in the international school bears virtually no resemblance to English learning in a Muslim school less than a mile away. It's not like comparing apples and oranges; it's more like comparing apples and spark plugs.

As we think of the incredible diversity in the teaching and learning of English, we would like to make sure we touch occasionally on all the issues that may be of interest to our readers. Some topics which have not been addressed in CELEA News recently include teaching English to children, technology in TESOL, teaching English in missions, and assessment. We welcome contributions on these and other areas in which the teaching of English intersects in some way with Christian faith, commitment, values or service. Do you know of books to review? Are you willing to be a book reviewer? Can you contribute an article from your own research or experience? Do you have a teaching tip? Would you volunteer for our Spotlight segment, or do you know of someone we should feature? Please consider contributing!

While CELEA News endeavors to recognize and explore our diversity, in this issue we happen to have a common thread running through the articles you will read: China. John Liang shares his experiences in providing teacher education in China, emphasizing that we teach best by adopting a learning posture. Matthew Deal is a new teacher and a current graduate student who shares a fun teaching tip from his context in China. And Lijuan Ye provides us with a review of Tom Scovel's new book on his years in China.

In all our issues we spotlight Christians involved in the teaching of English. David Catterick is featured in this issue, sharing his fascinating journey from the U.K. to Australia to Canada. In this issue also look for information about upcoming conferences and publications, as well as a list of TESOL programs in Christian institutions.

Finally, I would like to thank Antoinette Jones for her help on our editorial team over the past three years, as she now moves to a different area of service in CELEA. We are grateful for her input and assistance in CELEA News. We hope that *you* will also consider ways to be involved and serve our vibrant, growing, and *diverse* organization!

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Announcements

Congratulations!

CELEA News would like to congratulate CELEA members Icy Lee, The University of Hong Kong; Mary Shepard Wong, Azusa Pacific University; and Xuesong Gao, The University of Hong Kong on receiving the TESOL Award for an Outstanding Paper on NNEST Issues at the 2013 TESOL Convention!

Journal Update

Ongoing Call for Submissions

As reported previously, CELEA's new International Journal of Christianity and English Language Teaching (IJC&ELT) is still in development! The update is that we have accepted several articles and book reviews, and hope to publish our inaugural issue this 2013-2014 academic year – either late this year or early next year. The process is simply taking longer than expected. However, we expect it will be worth the wait, and we will send an e-blast to CELEA members once the first issue is up for everyone to access and get the word out about. The journal's web pages are located at <http://cook.biola.edu/ijcelf/>, where you can find information about it, including the editors and editorial review board, our aims and scope, types of submissions welcomed, plus policies and submission guidelines. If you have written something and would like to consider publishing it as an academic article for a wider audience, please check us out and consider if the IJC&ELT, which will be online, refereed, and open-access, is appropriate. Also, if you have published a new book or some relevant media that you would like to have reviewed, please contact Editors Michael Lessard-Clouston (Biola U) and Xuesong (Andy) Gao (U of Hong Kong), who would be happy to correspond with you.

Training English Teachers Overseas: A Personal Reflection on Models of Teacher Training and My Teacher Trainer Role

John Liang, john.liang@biola.edu

This summer was not the first time I was invited to give an academic workshop for non-native English speaking teachers (NNESTs) while traveling overseas, but it was the very first time I came to a keen awareness of my role as a teacher trainer and approaches I can implement in training NNESTs. The following models and principles of NNEST training are not limited to the training of non-native English teachers; they are applicable to the training of domestic native English speaking teachers (NESTs) as well. After all, however we train teachers, we ought to keep our ultimate goals in focus. Yes, helping students acquire new teaching techniques and inspiring them with new teaching ideas is definitely relevant, but helping them to investigate, explore, reflect, and take action is far more important as these action verbs mark the characteristics of expert teachers.

The First Model of Teacher Training: I Teach, You Learn!

I still remember the first time I received an invitation to give a workshop to English teachers in a city in an East Asian country. Some 300 teachers teaching English in grades 3-9 would be attending the workshop. As I looked at some of the wordings in the flyer they sent me, I couldn't help encouraging myself. The flyer read, "Welcome to the workshop by Professor Liang, a foreign expert in teaching English..." "Well, I guess I am an expert then." I said to myself. Yet, honestly, I was uncertain of what I ought to do. I didn't know much about these teachers, their needs, their preferences, and their English language proficiency in particular. But I am an expert.

When I arrived at the auditorium, I was moved by the aspirations of the teachers there. It was in the summer, and it was sweltering hot. There was no air-conditioning in the auditorium. The only things that could cool down the auditorium were the spinning

ceiling fans hanging above. Yet the teachers, many of whom were ordered by their superiors to attend the workshop, showed a strong interest. Sitting behind rows and rows of desks arranged in the theater style, they appeared ready to take in any new information and write it down in their notebooks. To their surprise, I did not lecture for three hours. Instead, I gave them activity after activity followed by short presentations or summaries of major teaching principles or underlying theories. The teachers were having fun. While they weren't able to move the desks, they paired themselves up, or formed groups on their own, doing the activities, talking, writing, laughing, or taking notes while I was speaking. Very few fell asleep – though I must admit that some did. As they were forced to come to this workshop, some probably had come with a belief that whatever they learned in the workshop would not apply to their teaching context. It was indeed fun to do group activities, to engage in discussions, or to play games, but how relevant were these various techniques to their classroom teaching? They had one primary issue to deal with – student performance on exams by the district at the end of the term.



As an “expert” in teaching English, I performed well on the stage. At the end of the workshop, quite a few teachers came up to me asking for the PowerPoint slides I had created as well as an electronic copy of the activities and materials. They apparently were excited. “Thank you, Dr. Liang! I’ve learned a great deal from your workshop! I would like to try out some of the techniques in my class. I hope my students will enjoy learning English!”

While I enjoyed the complimenting words, a question arose in my unconsciousness, “Have they really learned? Perhaps they felt they have learned, but what if they later find out that the techniques may not produce the kind of results as they have expected?” I couldn’t help worrying though wearing a smile on my face. My worries were justified. The following year I returned to the same city where I had conducted the workshop and met a teacher who had attended the workshop. She commented, “I really enjoyed your workshop, but I tried the techniques in my class. They didn't work.”

So, I have taught, but they probably have not learned – even though the “sage on the stage” model was supposed to work.

The Second Model of Teacher Training: We Teach, You Learn!

A workshop or two that introduces some innovative teaching techniques or strategies can be inspiring. After all, teachers cannot isolate themselves within the walls of their own classrooms. They must constantly explore new teaching ideas or look for new teaching materials, so that they won't be satisfied with only being “experienced” teachers – those that repeat one kind of experience year after year instead of exploring different kinds of teaching.



This means that the “I teach, you learn” model is not adequate. Evidently, while teaching, or more precisely, while the transmitting of knowledge and skill, has occurred, learning may not have! The

performer role of the trainer can only achieve so much. To help teacher trainees learn, teacher trainers must expand their role. They ought to be more than performers or instructors; they ought to be navigators and nurturers.

This past summer was a great experience for me. Together with a colleague of mine, I visited a school where I had done quite a few teaching workshops over the past several years. Last year my colleague and I gave a workshop on action research, walking the head teachers of the school step by step through the whole process. When we left, we assigned a task to the head teachers in groups. That is, each group must identify a certain area of interest to them, identify a problem or two in the area of their teaching, develop an action plan, videotape their classes, analyze the teaching videos, and critique each other's classroom processes. We weren't sure if they would really do the action research, but when we returned this summer, we were surprised. They had followed our instructions, and some of the groups had videotaped quite a few sessions of their classes throughout the whole academic year. They then watched the videos together and critiqued any aspects of the teaching processes on tape that caught their attention. As my colleague and I reviewed their comments and heard their reports, we were greatly encouraged. Their comments and critiques were mostly intuitive, but for the first time, they were able to adopt a critical eye and examine their own teaching.

At hearing their reports, my colleague and I strongly felt that we ought to take one step further to help them sort out their thinking. This time, instead of giving lectures, we participated with the teachers in reviewing one of the teaching videos, using a set of detailed classroom observation guidelines that focus on the following aspects of teaching: classroom management, instructional supportiveness, classroom motivation, learner engagement, and classroom assessment. As we watched the video clip together, we discussed the classroom processes as shown on the video in light of each and every category of criteria. We examined, explored, discussed, suggested, proposed, and planned. As the focus was to navigate and nurture the in-service teacher, we set a rule: any critique must be accompanied with two positive comments. In other words, if a teacher identified three areas that needed improvement, he or she must also identify six areas of strengths.

The discussions went very, very well! A forty-five minutelong teaching video led to a day-long exploration and reflection. As the teachers examined the various class processes in depth, they in fact learned to appreciate more of the strengths than the weaknesses and developed a keen awareness of the whys and sources of both their strengths and weaknesses. In commenting on their comments, my colleague and I at times explained, at times challenged, at times summarized, and at times suggested. It led both the teachers and us to a feeling that we were not critiquing, instead we were planning – for the next round of tryouts. As I reflected on my past “sage-on-the-stage” training experience, I couldn't help thinking that this time around both the trainer and trainees were participating, and learning – on the part of the trainees – occurred!

The Third Model of Teacher Training: You Teach, You Learn!

The ultimate goal of any training is for trainees to become self-directed, independent learners. This is the same of teacher training. For these teacher trainees, or in-service teachers, helping them develop an investigative mind and explorative spirit is far more important than imparting knowledge and skill. When bidding farewell to the teachers, my colleague and I gave them a more significant assignment. Now that they had been guided through the whole investigative process, they needed to develop an evaluation system of their own to help them investigate their own teaching. Of course, they could borrow ideas from the evaluation guidelines we had used with them, but theirs ought to reflect their own understanding and their unique teaching



context. Furthermore, they ought to mentor other teachers who had not participated in the workshop. In other words, we were prompting them to be trainers, forcing them to stop thinking like a trainee.

I have not yet received any preliminary results from this group of teachers yet. However, I have every reason to believe that this training will work. From a learner to a teacher, from a trainee to a trainer – this is how an expert teacher grows!

Unless a teacher consistently and systematically investigates his or her own teaching and constantly explores new teaching beliefs and practices without being asked, he or she cannot grow. In the case of these teachers, unless they teach, they won't learn. "You Teach, You Learn" marks a teacher with a learner's heart who cares and who grows!

Concluding Thoughts

As teacher trainers, we ought to be sensitive to our roles as teacher leaders. We do not lead by simply imparting knowledge and skill acting like the sage on the stage; we are also counselors, facilitators, mentors, and nurturers. Furthermore, as teacher trainers, we are in the first place learners – which means with a learner's heart, we ought to systematically investigate our own training, reflect on our own trainer thinking, and carry out an action plan accordingly. Otherwise, our training is inadequate, irrelevant, and meaningless, and as a result, we are doing disservice to our student teachers. Perhaps, as teacher trainers, when we stand in front of our teacher trainees, we ought to think, "You teach, and I learn!"

John Liang is an associate professor in the Department of Applied Linguistics and TESOL at Biola University. His research and teaching interests include pedagogical English grammar, second language reading and writing, and technology for language learning.



CELT Taiwan

The 10th Christians in English Language Teaching (CELT) Conference will be held in Taipei, Taiwan on May 23-25, 2014. On behalf of the organizing committee, we warmly welcome you to join us.

The established goal of the CELT Conference is to encourage participants to explore how Christian faith shapes their vocation as English language teachers and scholars. CELT welcomes professionals and teachers from around the world to discuss diverse TESOL related issues. The theme of CELT 2014 is "Intercultural Communication: Globalization and Localization of English Teaching." The organizing committee has been teasing out rich subject matter and programs. We have invited three renowned TESOL scholars as our keynote speakers: Suresh Cahagarajah, Icy Lee, and Carolyn Kristjansson.

This conference will focus on taking a Christian perspective to identify what approaches can be used to enhance intercultural communication and create beneficial appropriation of English in local contexts. What are the pedagogies, negotiation strategies, and computer technologies that facilitate the interplay between the local and the global? How are English and multilingualism framed in specific contexts? How can Christian educators make sense of these social and pedagogical implications? How can Christian educators serve as effective mediators to help students learn English/World Englishes, gain awareness/skills/knowledge of intercultural communication, and further develop a sense of respect for language fluidity, cultural diversities, peoples' variety and the creator of all these—God?

We look forward to having the opportunity to explore these issues with you and meeting you in Taipei on May 23-25, 2014. For more about CELT 2014, please see: <http://www.celtconference.org/letterfromchair.html>

Teaching Tip: EFL Student Led Campus Tours

Matthew Deal, deamatt@gmail.com

One of the best projects my former Chinese university students completed was a walking tour of historic landmarks on their campus, which my students are ever so proud of. Many Chinese university campuses have much history associated with them. At the time of this project, I was teaching in Beijing, a city rich in history and influence. Students greatly enjoyed learning how to introduce and explain important landmarks, and they are now better prepared when an opportunity arises to introduce these culturally and historically significant sites to foreigners.

Teachers who teach at universities without a great deal of historical significance could utilize this project too, by simply having their students present different landmarks and buildings on the campus to a new teacher or a visitor.

Implementation:

I divided my students up into groups of two to three students. Each group picked an outdoor landmark or building to introduce on a first come first serve basis. I would present the first landmark in class (with pictures) the week before the walking tour. My presentation modeled what I wanted the students to do. Naturally, the students had to present in English.

The walking time between each landmark gives the teacher a chance to get to know the students in a less formal setting than the classroom. Conversing in English while walking to and from landmarks gives the students even more language practice. If the teacher wishes, he or she can videotape the students while they present. This allows the students to reflect on their presentation afterwards, and it gives the teacher a chance to identify errors to address in the next class.

On the first regular class after the landmark presentations, we went over errors. I presented incorrect sentences or statements and allowed the class to try to make the corrections themselves, before I revealed the correct version of the sentence. Many times the students were able to correct the sentences themselves given a chance to discuss the error in small groups.

If a teacher is new to a university, this is a good way to learn about sites of significance on campus. My students loved this project, especially because they got to enjoy the beautiful weather while practicing their English at the same time. The teacher should remind the class to only speak in English during the tour and while walking to and from the various landmarks. The teacher could invite likeminded team members or co-teachers to join in the walking tour to get to know the campus – and build important relationships with students.

Matthew W. Deal taught in Beijing China from 2009 - 2012. His final year of teaching in China was at Beijing Jiaotong University (BJTU), where he taught undergraduate students oral English. Matthew is a part-time MA TESOL (online) student at Biola University.



Book Review

Scovel, T. (2012). *The year China changed: Memories of remarkable events and extraordinary people*. Mustang, OK: Tate Publishing and Enterprises, LLC.

As a Chinese language and culture educator, I highly recommend Dr. Tom Scovel's recently published book. Chinese language learners will find it to be a useful reference to deepen their knowledge of Chinese language, history and culture. The general American audience interested in learning about China will be able to do so through

reading this American's firsthand experiences. Even native Chinese speakers will enjoy this book as a way of learning how Americans see China through the decades.

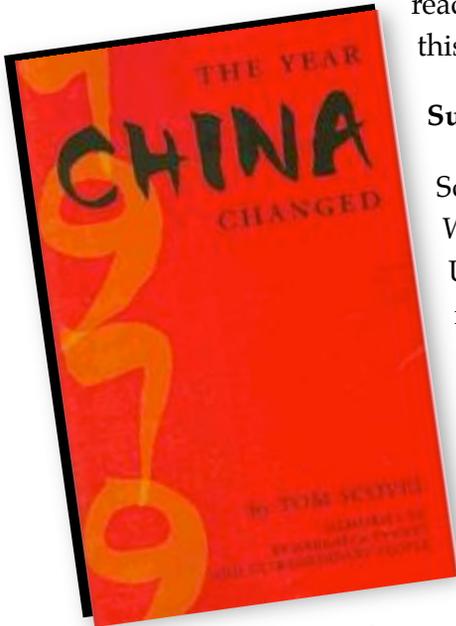
Summary

Scovel begins with his motive for writing this book. Born and raised in China during World War II, he was invited as one of the first Americans to teach at Tianjin University in China in 1979. His remarkable accounts in this book become an invaluable tool for readers to understand the economic, social, and political changes in China over the past few decades.

In Chapter 1 Scovel describes his surprised feelings when he received the great news that he would visit China again. He introduces the process of communications with his China contact; tells of his childhood experiences during the Communist revolution; reveals feelings of culture shock after arriving in Beijing; and shares tourism experiences in Beijing. Chapter 2 presents challenges

the Scovel family faced as they settled in Tianjin. The author introduces provinces and regions of China, the culture of numbers in Chinese, the coupon history, how to address people, and grammatical differences between Chinese and English. Scovel vividly describes the Spring Festival their family experienced in the first year after their move. Experiences of acculturating to the Chinese education system, classroom cultures, and relationship with students and colleagues are also provided. The title of Chapter 3 "Nature brings us together; customs pull us apart" serves as a nice synopsis for both Chapters 3 and 4, which talks about guest friends they met in their hotel, encounters with the People's Liberation Army, new friends during their Fourth of July Party, an expert on American culture, and three remarkably different women of different generations -- the "Korean" Jin, the Russian Jin, and the Chinese Jin.

Chapter 5 describes the return of the Scovel family to his birthplace in Shandong. His memories came back so vividly that he describes it as "familiar sights appeared like old photographs from a dusty family album" (p. 251). In this Chapter, Scovel also introduces his visits to Shanghai and Qingdao. Chapters 6 and 7 describe China's geography, unique writing system, Confucianism, and Taiping Rebellion, as well as how these aspects have shaped China historically. In particular, Chairman Mao and the Cultural Revolution are recorded in detail. Chapter 8 documents major economic reforms during 1979 and China's market economy, which is described as "capitalism with Chinese characteristics" (p. 422). The author presents several cases to fully illustrate the government with these unique characteristics of politics and economics. Chapter 9 serves both as an introduction to sporting activities in China and a concluding chapter for Scovel family's stay in China.



Commentary

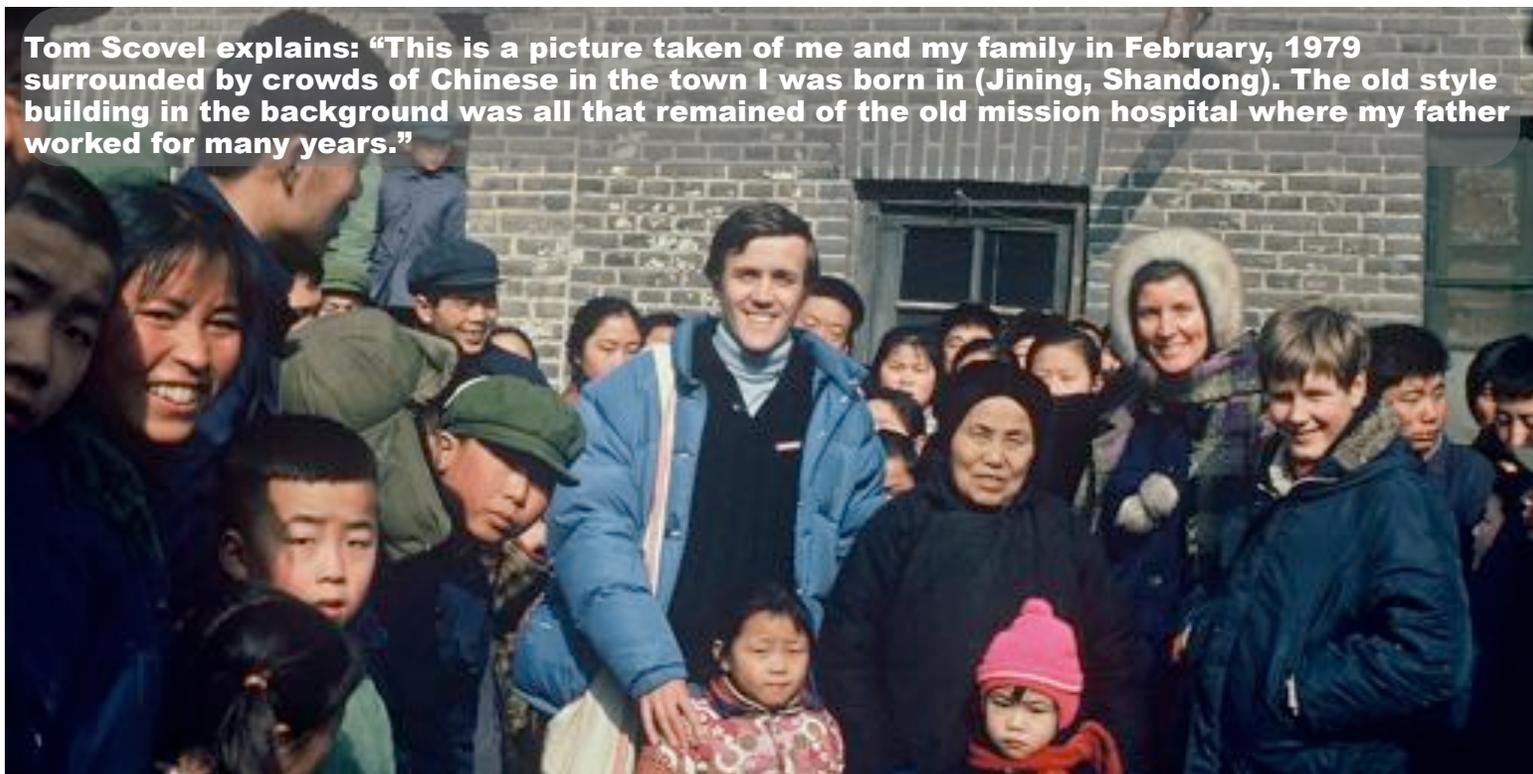
Scovel's book is a unique resource for readers who are interested in learning about China. It situates us naturally in the context of 1979, brings us backward through the memories of his childhood in China, and reveals Chinese culture through his encounters with new people and new events in that year. The author uses Chinese proverbs as chapter titles. By reading each chapter and comparing the content with the title, Chinese language learners will easily expand their knowledge of Chinese proverbs. Chinese language learners can also benefit from the comparisons of Chinese and English linguistic features, Confucianism and its influence on Chinese culture, Chairman Mao and his deeds, political and economic systems, and more. Although Scovel's descriptions of China are vivid and interesting, this book is better suited for personal or supplemental academic reading rather than use as a main course text. In addition, China has changed in many ways since 1979 and thus what was true at that time may not still be true these days. Nonetheless, for readers who want to learn about China, and especially ahistorical part of China, this book is quite a delight to read.

I recommend this book to young Chinese language and culture educators for two reasons. First, as young language educators, we have not experienced that period of history ourselves. By reading this book, I picture it as if a group of people including myself are sitting around the dinner table with the Scovel family, listening to their vivid stories of China. Second, for native Chinese language educators like me who may have heard similar stories of the year 1979 from our parents, Scovel's version is very different from our parents', as it is through an American's eyes and perspectives. Also, as Scovel mentions in the book, some places in that year were only open to foreigners and so Scovel's observations bring us fresh content and viewpoints. All readers will enjoy learning more about the China of the past through the eyes of a leading scholar in TESOL, who just happened to spend many years of his life in China.

Lijuan Ye is an assistant professor and Director of the Chinese Program at Messiah College in Pennsylvania. She has taught Chinese language and culture at different institutions in the U.S. for nearly ten years.



Tom Scovel explains: "This is a picture taken of me and my family in February, 1979 surrounded by crowds of Chinese in the town I was born in (Jining, Shandong). The old style building in the background was all that remained of the old mission hospital where my father worked for many years."





SPOTLIGHT: David Catterick

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Spotlight Questions

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

I was born in England but spent my childhood in Australia. My family returned to the UK when I was 11 and it was during my later high school years that I heard the gospel message for the first time. I distinctly remember the night when I said to the Lord, "I will give you my life if you will give me the life

those people have because of you". That started a journey of adventure which led me to university where I studied English and German, a program which required me to spend a year abroad. I was given the choice of studying German at a university in Germany or working as an English language assistant in a German high school. I chose the latter and quickly saw the potential Kingdom impact of English language teaching. After graduation I taught English at universities in China and eventually went on to do my M.Ed. in TESOL at the University of Manchester. After returning to China and spending some time teaching on an MA TEFL program in Beijing, my wife and I moved to Scotland where I developed EAP programs at the University of Dundee and started my PhD. The Lord moved us to my current position at Briercrest College and Seminary here in Saskatchewan, Canada in 2006 to enhance and further develop an already existing TESOL program. I currently serve as the program leader for what is now the BA in Applied Linguistics: TESOL.

2. Is there a relevant joy or challenge you experience which you could share with CELEA Newsletter readers?

I have two great joys in my current TESOL work. The first is seeing the freshman students grow in their relationship with the Lord over their years of study and observing the excitement and anticipation on their faces as they recognize just how powerful a skills-set they are acquiring. My second joy is knowing that students and alumni from the program are teaching and seeing lives changed around the world using the training they received right here at Briercrest. Our alumni are now teaching in some of the most exciting nations on the planet and every day I marvel at what God has done and is continuing to do. Challenges? Finances are a big thing. The program has been richly blessed with significant external funding in the last couple of years and I am committed to believing the Lord for more in order to allow our students to do more. Time is another challenge. I often wish I were ten different people so I could accompany every group of students on their, practicums, pre-internships and internships! ☺

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

I have so many favourite Bible verses but probably the one that is most relevant to my professional life is Psalm 2:8, "Ask me, and I will make the nations your inheritance, the ends of the earth your possession" (NIV). What excites me about it is the Lord's invitation to ask Him for the nations. It has been a privilege in recent years to accompany teams of current students and recent grads to teach in a country where few people are allowed to go. The teaching is amazing but the hours spent with my students asking the Lord for that nation and those we teach there is even more so.

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?

That's a tough question as there are so many that have shaped my thinking and practice. I think Adrian Holliday's work on methodology and social context way back in the days when I did my Master's degree has had the biggest impact on my thinking. His ideas (in the book of the same name) were groundbreaking at the time and provided the theory base that I needed to resist a tendency to want to export the baggage of Western educational philosophy. Individuals who have inspired me? In my current field of teacher trainer that would be Jim Scrivener who I had the



privilege of working for in Cambridge a few summers' ago. I appreciated Jim's excitement and enthusiasm for what he does and the humility with which he shares his voluminous experience. There are, of course, so many inspiring individuals in Christian TESOL circles, people who have allowed their relationship with the Lord to infuse their research and teaching and inform their career choices. People like my Briercrest TESOL colleague, Brad Baurain, who by means of articles in major journals helps non-believing colleagues understand the work of Christians in TESOL. People like Phil Goertzen and Dave Lindsay who were willing to give up the security of their positions at a Canadian higher education institution in order to mobilize teachers more directly. And people like Marilyn Lewis (whom I had the privilege of teaching with for the first time and getting to know earlier this year) who devotes her seemingly boundless energy to serving through teaching in her retirement years. The great thing is we all know other people just like them.

Christian TESOL Programs

In our last issue we put out a call for Christian institutions with TESOL programs. The following list represents those who responded. We hope it can serve as a resource of TESOL programs at all levels, from Certificate to Masters, for those seeking development in TESOL from a Christian perspective.

Azusa Pacific University; www.apu.edu

MA in TESOL (On-Campus), M.A. in TESOL (Online), 18-unit Graduate TESOL Certificate (On-Campus & Online), 6-unit Graduate TEFL Certificate (On-Campus and Online), Undergraduate TESOL Minor / Contact: Manar Metry, mmetry@apu.edu

Biola University; www.biola.edu

MA in TESOL, MA in TESOL Online, Graduate Certificate in TESOL, MA in Applied Linguistics (with TESOL Concentration), Undergraduate TESOL Minor / Contact: John Liang, john.liang@biola.edu

Briercrest College and Seminary; www.briercrest.ca/tesol

BA in Applied Linguistics: TESOL; BA in Applied Linguistics: TESOL (After Degree) / Contact: David Catterick, tesol@briercrest.ca

Cornerstone University; www.cornerstone.edu

MA TESOL (online/onsite: Grand Rapids, MI, USA & Prague, Czech Republic); Graduate Certificate in TESOL (online/onsite); ESL endorsement (online/onsite); Undergraduate TESOL minor; AA TESOL / Contact: Michael Pasquale, michael.pasquale@cornerstone.edu

LCC International University; www.lcc.lt

MA TESOL (on site and on line) / Contact: Aistė Motekaitienė, amotekaitiene@lcc.lt

Messiah College; www.messiah.edu

MEd in TESOL (Online), Graduate TESOL Certificate (Online), PA ESL Certification (on site and online), Undergraduate TESOL Minor / Contact: Jan Dormer, jdormer@messiah.edu

Seattle Pacific University; www.spu.edu

MATESOL (on site) / Contact: tesol@spu.edu

Wheaton College Graduate School; www.wheaton.edu/tesol

MA in Intercultural Studies and TESOL (residential), M.A. in Intercultural Studies and TESOL (summers-only/online), M.A. in Intercultural Studies and TESOL (field-based in Asia), Illinois ESL-Bilingual Education endorsement (graduate and undergraduate). / Contact: Alan Seaman, Alan.Seaman@wheaton.edu

About CELEA News:

Guidelines for Contributions: CELEA News is the newsletter of the Christian English Language Educators Association (CELEA). We are particularly interested in receiving relevant announcements, news items, and especially submissions or ideas for our Articles section. We welcome short (about 250-500 words) or longer (up to about 2500 words) articles that describe a favorite classroom activity or teaching technique, reflect on experiences or interests you have had or are developing, or report on classroom or other research, etc. We also invite book, software, and other reviews, plus response articles to something published in CELEA News or elsewhere, or to relevant presentations you have attended, talks you have heard, etc. Writers might offer another perspective, raise some questions, or present new practical, philosophical, or theoretical points of view on topics of interest to CELEA members.

Submissions may be drawn from relevant conference presentations or report on readings you are familiar with or research you have carried out. Some articles will include a more obvious or detailed Christian perspective, while others may appear less so. Yet our main audience is clearly Christians, and in particular CELEA members and other people interested in relevant topics and issues from a Christian point of view. If you have an idea and are considering submitting an article, we would be happy for you to correspond with us about it. If it does not seem appropriate for CELEA News we might be able to suggest other options.

If you have something for us to consider, please first review articles in recent issues of the newsletter for models and examples, observing the style and format (e.g., APA, etc.). Prepare your submission as a Word document, and be careful to quote sources appropriately, include all references you mention, and respect the copyright of any authors you cite. Then contact us to state that you have something for us to consider for publication, and we'll work with you on it from there. We look forward to hearing from you, and possibly to working with you on your submission. Contact: editor@celea.net.

Letters to the Editor: We welcome your thoughts! You may want to post your ideas on the CELEA website for discussion (<http://www.celea.net/forum>). If you would like to write us, send your email to Jan Dormer at jdormer@messiah.edu.

Subscriptions: Are you on our mailing list? If you are not but would like to be, email Jan Dormer at jan.dormer@gmail.com. Include your name, email address, where you're from, and a little about the kind of English teaching you do. We want to get to know you!

PASS IT ON! CELEA is a new organization for the benefit of Christian English teachers around the globe. Please feel free to forward this newsletter to anyone you feel would appreciate receiving it.

**Christian English
Language Educators
Association**
[\[www.celea.net\]](http://www.celea.net)



**CELEA is a non-profit
educational
association which
functions as the
Christian English Language Educators Forum
(CELEF) in conjunction with the annual TESOL
convention, where it holds an academic
session, booth, and networking session.**

CELEA News

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Photo available at http://www.onlineschooling.net/organization_files/362/teacher.jpg fetched October 6, 2011.