

KOTESOL Christian Teachers Symposium 2011

“Called to Teach”



Chongshin University

May 28, 2011

About KOTESOL

KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.

To find out more about KOTESOL, visit <http://www.kotesol.org>

KOTESOL organizes Special Interest Groups (SIGs) to facilitate networking among English teachers who share a common interest. **The Christian Teachers Special Interest Group (CT SIG)** is one of KOTESOL's SIGs.

KOTESOL Christian Teachers Special Interest Group (CT SIG)

Purpose Statement

The purpose of the Christian Teachers Special Interest Group is to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle and service to others by:

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

The CT-SIG has been helping to build community among Christian English teachers since 2004. Our on-line discussion board (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/) provides a space where Christian teachers can encourage one another and share prayer requests as well as exchange teaching ideas, resources, and information about professional development opportunities for Christian teachers in Korea. We have also organized both formal and informal meetings for Christian English teachers.

For more information, contact Heidi Vande Voort Nam at heidinam@gmail.com.

Contents

| | |
|--|-----------|
| KOTESOL Christian Teachers Symposium 2011 Schedule | 3 |
| Making the Most of Every (Teaching) Opportunity | 4 |
| Collaborative Problem Solving for the English Language Classroom | 7 |
| from a Christian Perspective..... | 7 |
| Reflecting on How We Have Been Equipped to Serve | 5 |
| How to Improve Language Production While Teaching on Poverty Injustices and Spiritual Topics in EFL | 10 |
| SO...WHAT'S THE PLN? | 9 |
| A Case Study of Motivating Christian Students through Sharing Personal Stories in English..... | 12 |
| Understanding and Appreciating Cultural Diversity: A Study | 11 |
| of Korean Students' Behaviors and Beliefs in the University ESL Classroom | 11 |
| Presenters..... | 12 |
| Selected Bibliography for Christian English Teachers | 15 |
| Calls for Presentations | 16 |
| Classroom Handouts on Poverty and Economics | 17 |

KOTESOL Christian Teachers Symposium 2011 Schedule

Registration

| | |
|----------------|-----------------------------|
| 9:00- 10:00 | 6 th Floor Lobby |
|----------------|-----------------------------|

Plenary Sessions

| Room 622 | |
|-----------------|--|
| 10:00- 10:20 | Opening Ceremony |
| 10:20- 11:05 | Brian Heldenbrand "Making the Most of Every (Teaching) Opportunity" |

Concurrent Sessions

| Room 622 | | Room 623 |
|-----------------|--|---|
| 11:15- 12:00 | Heidi Nam (discussion section) "Reflecting on How We Have Been Equipped to Serve" | Virginia Hanslien (discussion section) "Collaborative Problem Solving for the English Language Classroom from a Christian Perspective" |
| 12:00- 1:00 | Lunch Buffet Room 621 | |
| 1:00- 1:50 | Ken Morrison "SO...WHAT'S THE PLN?" | Bryan Bissell "Integrating Biblical Principles in Educating EFL Students about Global Issues (focusing on Poverty & Economics)" |
| 2:00- 2:50 | Jessica Matchett "Understanding and Appreciating Cultural Diversity: A Study of Korean Students' Behaviors and Beliefs in the University ESL Classroom" | Soon-im Lim "A Case Study of Motivating Christian Students through Sharing Personal Stories in English" |
| 3:00- 3:30 | Closing discussion | |

Brian Heldenbrand
Jeonju University/Jeonju Church

10:20 AM
Room 622

Making the Most of Every (Teaching) Opportunity

As Christian educators, it is our hope to live our faith in all aspects of our lives in Korea. We desire to be a fragrance of Christ to our students and colleagues as well as to the administration of the educational establishments where we work. Every day is an opportunity to serve the Lord and it is important to be prepared to offer a word of wisdom or a word of knowledge to the people around us. This opening session will offer ways that will encourage and assist Christian educators to respond faithfully to God's Word in Ephesians 5:16 for making the most of every opportunity.

4. In what ways do you honor God in your work?

5. What could you do develop your gifts further to serve God and your students more effectively as a Christian English teacher?

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Collaborative Problem Solving for the English Language Classroom from a Christian Perspective

Can you relate to the teachers described?

Anne Davis lectures on history at a Christian college. A consummate researcher, Anne takes little time to socialize with her colleagues. Her students sometimes complain that she is distant and difficult to reach when they need help.

Ken Dans teaches academy business subjects. Typically, he is assigned a workload that keeps him closely confined within his classroom. Ken's busy schedule makes it difficult for him to visit other classrooms and gather ideas for teaching.

Elizabeth Farr teaches English conversation and writing classes for a prestigious university where there are few Christians. Though she gets along well with her colleagues, she does not talk about challenges she faces in her classes. She feels her perspective on the classroom is different from her colleagues, and, therefore, she does not even try to share what is happening in her classes.

Teacher isolation is a paradox. How can a teacher feel lonely when the classroom is a veritable beehive of activity? Studies indicate that there are as many as 1000 interchanges during the course of the day (Jackson, 1968).

Yet a number of studies indicate that isolation is a widespread and chronic problem among teachers (Goodlad 1983, Flinders 1988, Lortie, 1975, Firth & Mims 1985). It is related to stagnation, stress overload and burnout. Moreover, isolation is not restricted to particular types of schools or levels of education.

Collaboration is one way we can stand against isolation. Matthew 18:20 states, "For where two or three come together in my name, there am I with them." As teachers, we face challenges daily on how to handle challenges/issues in our classrooms. This workshop is an opportunity to share some of these challenges with other Christian teachers, collaborate on solutions, pray, and move forward in how to handle these challenges.

Use the following questions to share with your group about challenges/issues you are facing.

1) What is the biggest challenge/problem you are facing in the classroom at the moment?

2) What is the biggest challenge/problem you are facing in terms of administration?

3) What is the biggest challenge/problem you faced last year in your teaching? How did you solve it?

References:

- Jackson, P. W. (1968). *Life in Classrooms*. New York: Holt, Rinehart, and Winston, Inc.
- Goodlad, J. I. (1983). A study of Schooling: Some Implications for School Improvement. *Phi Delta Kappan* 64:8, 552-558.
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- Firth, G.H. & Mims, A. (Spring 1985). Burnout Among Special Education Paraprofessionals. *Teaching Exceptional Children*, 17:3, 225-227.
- Lortie, D.C. (1975). *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press, 1975.

SO...WHAT'S THE PLN?

Are we preparing our students for a lifetime of learning? Are we equipping them to find their own answers to those personal spiritual struggles that may never come up in class? Do they know the next step that is needed to dig deeper into a spiritual topic that catches their interest. Do they have a list of experts and trusted mentors who can help them if they are confronted by a peer about their Christian beliefs? Let me help you assist your students in developing a digital Personal Learning Network (PLN) that will serve as a support net(work) for spiritual challenges inside and outside of the classroom.

Technology will never take the place of solid personal relationships with other like-minded, motivated friends who are pursuing knowledge of Jesus' message. Yet, in today's digital age where students spend increasing amounts of time connected to the Internet, it is wise to prepare students for ways to integrate technology into their search for Christ's wisdom.

During this session we will look at different digital tools (primarily Netvibes and Scoop.it) which can be used by students, teachers and parents to both deepen personal spiritual knowledge as well as share their knowledge and emotions with others. The over-arching concept of this presentation will be to highlight the importance of building a personal learning network. The presenter posits that by building a personal learning network, students can be more prepared to both handle personal spiritual struggles and more successfully share the message of Jesus' love and hope with others.

The concepts discussed in this presentation will also yield fruitful in preparing all students for successful careers and lives via the use of different personal learning networks for different areas of their lives. Karl Fisch struck a collective nerve when he posted a Youtube video stating, "We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented...In order to solve problems we don't even know are problems yet." (Hakkenberg, 2009). I feel that we must also prepare our Christian students to answer questions not yet asked by seekers who are referencing books and online material not yet written, by authors not yet known. Please join in this discussion of how technology may play some part in helping our students prepare for unknown spiritual challenges ahead.

References:

Hakkenberg, M. (2009, September 20). Did you know 4.0: the media landscape. Retrieved from <http://www.viralblog.com/social-media/did-you-know-40-the-ever-changing-media-landscape/>

How to Improve Language Production While Teaching on Poverty Injustices and Spiritual Topics in EFL

This presentation will focus mostly on how biblical economics principles are practically solving the human rights tragedy of global poverty that kills far more than war and methodologies that we can use to improve language production and linguistic skills while teaching this topic. We will also briefly discuss how evidence for God is censored/limited (by courts, governments, schools, academia, the media and pastor limits) and why this makes EFL an even more important field to tactfully introduce topics integrating practical Biblical truths to non-Christians.

In 1 Timothy 4:8, Paul says, "Physical training is good, but training for godliness is much better, promising benefits in this life and in the life to come." The Bible emphasizes economics rights in ~2000 verses because it affects education, health, peace, crime, relationships and other areas. Churches took biblical economic principles such as canceling debt, making trade fair and giving aid to the poor seriously and started a "Jubilee 2000" campaign. This became the ONE campaign that has saved millions of lives. This confirms Paul's claim about the practical value of God's truths in the real world.

In addition to common topics, TEFL techniques can be used with scientific, relational, biblical topics and others. I will share how to do this with the topic of fighting poverty:

- 1) VOCABULARY and GRAMMAR: Use and/or modify articles, videos or presentations on biblical answers to poverty to focus on acquiring vocabulary (glosses are quite effective here) and reinforcing grammar.
- 2) STRUCTURAL REPETITION: Use communicative language tasks/games and the direct method (info gap, card games, Jeopardy/family feud style games, etc.) to increase spoken production of vocabulary and grammar learned in the poverty topic.
- 3) CONVERSATION/ ROLEPLAYS: Engage students in partner and small group conversations and role-plays about poverty, human rights and God's solutions using learned grammar.
- 4) MUSIC: Use songs like "We are the World" and "Love in Any Language" to reinforce language structures and stimulate more conversation about poverty and spiritual truth.
- 5) REAL LIFE and CROSS-CURRICULAR CONNECTIONS: Explain and discuss ways students can get involved in the ONE Campaign. The topic of fighting poverty can also be used to demonstrate the 5 step persuasion process used in many presentations before requiring students to do presentations.

For more information, contact Bryan Bissell:
E-mail: bryan@truth-is-life.org

Phone: 010-7999-8644
Videos: www.youtube.com/user/truthislife7

Understanding and Appreciating Cultural Diversity: A Study of Korean Students' Behaviors and Beliefs in the University ESL Classroom

Understanding and appreciating diversity of different cultures is the foundation of teaching and learning from a Christian perspective. To be obedient to God's commandments, the purpose for which we teach and learn languages should be based on the concept of "loving your neighbor as yourself." If we consider this, we can love by obeying Christ and listening to others. By listening to others we demonstrate respect, honor and the appreciation of others not only as beings created in the image of God, but also as we would like to be treated ourselves. The question then for Christian foreign teachers in Korea is: "How can we appropriately abide by the commandment to love and truly be a blessing to our hosts?" In response to this question, pertinent to our needs in the Department of Language Education at Handong Global University, I asked students and teachers to fill out an open questionnaire to learn about the cultural difficulties foreign teachers face in relating to their Korean students. The survey was administered to 15 teachers and 267 students. The qualitative data was analyzed through a deductive approach. Although the data collected was very rich and diverse, proving challenging to analyze systematically, the useful insights help us to understand how we can be more sensitive to our students.

A Case Study of Motivating Christian Students through Sharing Personal Stories in English

This paper aims to look into Christ-centered effects when working in either an ESL or an EFL learning environment. In fact, not many of us are certain about how to foster an effective Christian learning environment in class as one or more of our students may not yet be born-again Christians, even at places that are called Christian schools. Consequently the researcher has observed that the students are reluctant to share Jesus with fellow students, thinking they are there to learn from others rather give themselves a chance to influence their peers with stories of their own about God.

The paper begins by discussing some challenges found in EFL classes for mainly Korean students to practice personal stories of faith. It asks the following questions:

- a) What hinders these students from sharing their faith openly in English? Have they ever shared their faith in English with others?
- b) What type of mentoring is needed for students to share their stories in English?
- c) What are the effects of sharing personal stories in English for the students and the teacher?

The project had both short-term and long-term goals. The short-term goal was to you-tube the stories as a project. Every story except one Chinese student's is now available on You-tube under the name of 경배와찬양학과.

To analyze the above mentioned research questions, field notes, email exchanges and two editing interviews were adopted.

The results show positive implications in terms of boosting motivation in learning the language as mentoring lessens the pressure. The findings reveal that challenges and difficulties exist, but that there also remain great possibilities for "support-based participatory education" to successfully leverage their confidence. It is no accident that some students become transparent in their personal journey with God when preparing to share true stories that are unique and powerful.

This obviously is a work-in-progress paper as it will continually seek to offer benefits of learning a foreign language in the name of mentoring as the Mentor Jesus leads us on. He alone deserves all praise and worship through it all.

Presenters

Bryan Bissell has been teaching English to all ages in Korea for ~17 years and currently teaches English at Dong-seo University. His work focuses on:

- A) maximizing accurate production
- B) integrating Bible and science truths into EFL that improve life for all and
- C) helping develop critical thinking skills in students so that they question religious, scientific and educational establishments and learn to think for themselves and honor their Creator who gave them minds to use, not waste.

When he's not teaching, he loves going into nature with his family, pastoring, eating Indian-Mexican food, jumping off waterfalls, debating and more.

Virginia Hanslien has been teaching in Korea for over ten years and is currently a full-time lecturer at Korea University's Sejong Campus. Her professional interests include motivation, intercultural communication and professional development. Virginia received her MA in Intercultural Studies from Prairie Graduate School, an association of Prairie Bible Institute, in Alberta, Canada.

Brian Heldenbrand is an Associate Professor in the Department of Liberal Arts in Jeonju University. He has taught English in Jeonju University since 1994. Brian's other posts at present include head of the International Education Center, principal of Global Prodigy Academy, (an American International High School on the campus of Jeonju University), and Director for the English Elementary Education Teacher Training Center. Brian has been active with KOTESOL for over 17 years and has served in various leadership positions within the local chapter and nationally during his stay in Korea. His interests in EFL relate to visual learning, extensive reading and the development of presentation skills in language learners. Brian has been married over 12 years to Tammy Fisher and they have a seven-year old son named Malachi, who attends first grade in a Korean elementary school. Brian is the pastor of Jungbu English Church in Jeonju.

Soon-im Lim has been involved in missions of YWAM International with the interpreting and ESL/TESOL training in South East Asia, Central Asia, USA, and most recently in China, over the last three decades since early 80s. Her utmost interest lies in mobilizing native English speakers for the missions as English teaching missionaries. Soon-im received her MA and Ph.D. in TESOL from Jeonju University, a private Christian university where she is currently a visiting professor in its praise and worship department, helping equip prospective missionaries with basic English skills to share the Gospel.

Jessica Matchett has been working as a professor of English at Handong Global University in Pohang, S. Korea since spring of 2003. Although she holds an MA in German and Pedagogy, she has been teaching ESL for over 10 years. Her research interests include topics surrounding extensive reading, intercultural communication and Christian education. Jessica spends her free time volunteering for the Women's Hope Center which is a ministry that exists to share God's love with those in Korea who are challenged with an unplanned pregnancy.

Ken Morrison is an Assistant Professor of New Media & Cultural Communications at Linton Global College (Hannam Univeristy). Ken earned his Masters Degree in Instructional Design & Technology from Emporia State University in 2008 and has been teaching, living, and learning in Korea since February of 2009. He recently completed a course on participatory learning from leading technology author and Stanford professor, Howard Rheingold in April, 2011. Ken focuses his research on finding new ways to use technology to help students personalize their learning while building a more participatory classroom environment. He has been an active volunteer youth group leader and small group leader.

Heidi Vande Voort Nam is a full-time lecturer in the Department of English Education at Chongshin University, specializing in teaching writing, classroom English, and Christian approaches to language education. She leads teacher-training workshops through KOTESOL's outreach arm, Korea Teacher Trainers (KTT) and serves as the facilitator of KOTESOL's Christian Teachers Special Interest Group (CT SIG). Heidi holds an MA in TESL/TEFL from the University of Birmingham. She spends her free time with her husband Taek-Hyeon and their two children.

Selected Bibliography for Christian English Teachers

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Parker Palmer, *To Know as We are Known*, Harper San Francisco 1993 (파커 팔머, *가르침과 배움의 영성*, IVP 2000)

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Rousas John Rushdoony, *The Philosophy of the Christian Curriculum*. Chalcedon Store/ Ross House Books/ 1981 (*기독교 교육 무엇이 다른가?*, *꿈을 이루는 사람들*, 2007)

Gloria Goris Stronks and Julia K. Stronks, *Christian Teachers in Public Schools : A Guide for Teachers, Administrators, and Parents*, Baker Books 1999 (*공립학교에서 기독교 교사로 살아남기 꿈을 이루는 사람들*, 2008)

Calls for Presentations

**The 19th Korea TESOL International Conference
Pushing our Paradigms; Connecting with Culture
Sookmyung Women's University, Seoul, Korea
15 - 16 October, 2011**

Proposal Deadline: June 10, 2011

Website: <http://kotesol.org/IC2011CallForPapers>

**Christians in English Language Teaching International Conference
Exploring the Vocation of English Language Teaching and Scholarship
The Chinese University of Hong Kong, Hong Kong, China
January 27-29, 2012**

Proposal Deadlines

Early Submissions (Recommended): June 15, 2011

Late Submissions: August 1, 2011

Date of Notification: September 15, 2011

Website: <http://www.celtconference.org/>

Classroom Handouts on Poverty and Economics