

# EXCELLENCE

## Inside and Outside the Classroom

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Whatever is TRUE,  
whatever is HONORABLE,  
whatever is JUST,  
whatever is PURE,  
whatever is LOVELY,  
whatever is COMMENDABLE,  
if there is any EXCELLENCE,  
if there is anything WORTHY OF PRAISE,  
think about these things.

- Philippians 4:8 ESV

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## Welcome Letter

Dear Friends,

Welcome to the KOTESOL Christian Teachers Special Interest Group's Symposium for 2015! We hope and pray we are able to encourage and strengthen each other as we explore the theme of excellence. The Bible verse/inspiration for this year's symposium is taken from Philippians.

Whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. (Philippians 4:8 ESV)

As we consider the application of excellence to our work as English teachers, it may be helpful to reflect on the following questions: (1) What is excellence from a Christian perspective? (2) What kinds of excellence should we look for in an English class? (3) How can we be excellent teachers? (4) How can we encourage excellence in our students?

Let's learn from each other and experience God's presence.

Blessings,

Virginia Hanslien

Heidi Vande Voort Nam

## Christian Teachers Special Interest Group (CT-SIG) and KOTESOL

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 **Christian Teachers Special Interest Group (CT-SIG)** has been helping to build community among Christian English teachers since 2004. Our on-line community 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.

Our group is one of nine special interest groups in **KOTESOL: Korea Teachers of English to Speakers of Other Languages** is a professional organization for teachers of English. The 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.

## Beatitudes of Excellence

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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 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 challenge your students with small tasks they can achieve. For in the small steps, students find the courage to embrace the harder steps of learning a language and growing in faith.

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 are aware of the Spirit of God that will ask you to 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 commit to teaching for the long term. Effectiveness in teaching increases with time.

## Symposium Schedule

Time	Room 411	
9:00 am	Registration	
9:30-10:00	Opening Ceremony	
10:00-10:30	<p align="center"><b>“Considering Excellence”</b></p> <p align="center">Liam Steele Chongshin University</p>	
10:30-10:45	Break	
10:45-12:15	<p align="center"><b>“Cultivating Virtue in English Class”</b></p> <p align="center">Heidi Vande Voort Nam Chongshin University</p>	
12:15-1:30	Lunch	
	Room 411	Room 410
1:30-2:20	<p align="center"><b>“The Surprising Grade Benefits of Biblical Health Habits”</b></p> <p align="center">Bryan David Bissell Dongseo University</p>	<p align="center"><b>“The Vocabulary Notebook: A Tool for Autonomous Language Acquisition”</b></p> <p align="center">Robert David Black Gimcheon University</p>
2:30-3:20	<p align="center"><b>“Overcoming Fear: The Key to the Pursuit of Excellence”</b></p> <p align="center">Grace H. Wang Yeonsei University</p>	<p align="center"><b>“Teaching Pronunciation with Johngul”</b></p> <p align="center">John Gurnett Chongshin University</p>
3:30-4:20	Closing Session	

## Considering Excellence

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Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. - Philippians 4:8

Philippians 4:8 gives the reader a list of things to consider in spiritual life and in everyday practice. This sermon is an exposition of this text examining the context of the original intended understanding of the original reader. People love praising things, from the restaurant down the street, to the latest Hollywood blockbuster, to the performance of students' efforts in the classroom. CS Lewis wrote in his Reflections on the Psalms that it is in the expression of praise that enjoyment is made complete. In considering this list in Philippians 4:8, we are encouraged to see these traits of our Creator in the world that he created. It is to the purpose of our own enjoyment of God that we are encouraged to do so, and thus we glorify God by enjoying Him and that which he has given us.

Notes:

## Cultivating Virtue in English Class

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Values are communicated whenever we teach, whether or not we have consciously thought about them. By participating in an educational system, we signal our tacit approval to the values of that system. By designing tasks and evaluation criteria, we place priority on the development of certain virtues.

Some schools – religious and secular – have deliberately identified the virtues that they intend to cultivate in their students, and the virtues these different groups have selected are remarkably similar. Because of this overlap, Christian teachers who work in secular settings have some freedom to encourage the virtues that they hold dear because of their faith.

Two ways to encourage the development of virtues are incidental teaching and dual purpose lessons. Incidental teaching happens when teachers spontaneously discuss or point out virtues in the course of a lesson. Dual purpose lessons have both a linguistic objective and a planned character development objective. Examples will be given of each type of lesson.

### Discussion questions:

1. What excellences would you like to see in yourself, your children, or your students?
2. In your textbook, who is treated as interesting or praiseworthy? According to your textbook, what kind of people should we aspire to be?
3. Look at the lists of desired virtues from a secular and a Christian school. Which items are the same? Which occur in only one list? Which are distinctively Christian?

School A		School B
Diligence	Humility	Zest
Patience	Stewardship	Grit
Honesty	Compassion	Self-control (interpersonal)
Courage	Justice	Self-control (school work)
Charity	Faith	Optimism
Creativity	Hope	Social Intelligence
Empathy	Wisdom	Gratitude

4. Look at the character strengths. Label them *C* for Christian or *N* for not-Christian.

wisdom	courage	humanity	justice	moderation	transcendence
__ creativity	__ bravery	__ love	__ fairness	__ forgiveness	__ gratitude
__ curiosity	__ persistence	__ kindness	__ teamwork	__ modesty	__ hope
__ judgment	__ honesty	__ social	__ leadership	__ prudence	__ humor
__ perspective	__ vitality	intelligence		__ self-control	__ spirituality
__ love of learning					__ appreciation of beauty



5. Which of these virtues would be easiest to cultivate in a language lesson?
6. If you were to choose seven virtues to cultivate in your students, what would they be?
7. Look at the dual purpose English lessons. What are the linguistic objectives? What are the character development objectives?

References:

- Beverluis, Bratt, Hoekstra, and Hendriksma (2002) *Teaching Toward Virtue*.  
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- Seligman, M. (2012) *Flourish: A Visionary New Understanding of Happiness and Well-being*. Atria Books
- Smith, D. and Carvill, B. (2000) *The Gift of the Stranger: Faith, hospitality and Foreign Language Learning*. Eerdmans. pp. 57-58.
- Wright, N. T. (2012) *After You Believe: Why Christian Character Matters*. HarperOne.

Notes:

## **The Surprising Grade Benefits of Biblical Health Habits (and others)**

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For much of history, educators have emphasized acquiring information, encouraging creative expression and various pedagogical methods to help students achieve excellence. Scant attention was paid to health factors having any significant impact. But in recent years, competition has influenced quite a few institutions to take this much more seriously. Research is showing that the Bible's ancient laws of health are not just good for health. They are much better than Google. Easy for anyone to use, but unrivalled wisdom is behind them which enables students to become wiser than their teachers (Psalms 119:99-100), especially long term. This seminar will review 18+ of these habits and demonstrate way(s) of teaching them in EFL classrooms.

For many years, Korean students learned, "Sleep 4 hours and pass, sleep 5 hours and fail". The Bible in contrast gave a general principle that exhausting yourself is useless and spoke of the value of sleep (Psalm 127:2, Psalms 4:8, Eccl. 5:12), but balanced it with warnings against oversleep.

Should students routinely sacrifice sleep or make decent sleep a priority in order to get excellent grades? Who was right, the conventional wisdom or God's principle? The data is coming in and unsurprisingly, God's principles are being vindicated. Research on both Korean and American students has shown that getting enough sleep regularly in addition to studying can improve grades by 5-15% over those who study but don't sleep enough. UHC Director Dr. James Guest summarized his research on the issue: "students who get less than six hours of sleep each night have an average GPA of 2.6. Those who get more than nine hours have an average of 3.24."

[www.dailynebraskan.com/news/stress-lack-of-sleep-can-lower-your-grades-and-hurt/article\\_0643a742-4d0d-11e4-8ca2-001a4bcf6878.html](http://www.dailynebraskan.com/news/stress-lack-of-sleep-can-lower-your-grades-and-hurt/article_0643a742-4d0d-11e4-8ca2-001a4bcf6878.html)

Korea already has some of the hardest studying (and stressed) students in the world. It may be that some of the most significant grade gains (as well as lowering stress) could be found in encouraging the adoption of biblical health habits.

See also:

Grades In College Directly Linked To Health-related Behaviors  
[www.sciencedaily.com/releases/2008/10/081021120925.htm](http://www.sciencedaily.com/releases/2008/10/081021120925.htm)

Sleep underpins the plasticity of language production  
[eprints.whiterose.ac.uk/79436/1/Nap\\_study\\_SOMR\\_accepted.pdf](http://eprints.whiterose.ac.uk/79436/1/Nap_study_SOMR_accepted.pdf)

The Effects of Sleep Deprivation on the Body  
<http://www.healthline.com/health/sleep-deprivation/effects-on-body>

10 Biggest Brain Damaging Habits  
<https://www.youtube.com/watch?v=XFZnbJ5Bz5Y>

## The Vocabulary Notebook: A Tool for Autonomous Language Acquisition

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Don Snow's *From Language Learner to Language Teacher*, is the main textbook used in my teaching methods course at Gimcheon University. Here, the teacher's role in vocabulary learning is described as the facilitation of student study and the provision of accountability. In the chapter on teaching vocabulary, Dr. Snow reflects on his own experience as a second language learner. His reflections resonate with me as I speak four languages to varying degrees. This reflection raises some questions.

First, vocabulary teaching is naturally given to rote memorization, the lowest form of learning according to Bloom's Taxonomy. Yet, we do not learn a language or acquire a sufficient amount of lexical items to support fluency in the second language classroom. In addition, learning new words in such a way as to support fluency requires much more than a given word's formal definition. Last, we do not have ample class time to address each student's personal language schema gaps. In short, we need techniques for teaching vocabulary that require students to take charge of their own language learning while providing adequate scaffolding for an increase in student fluency.

One of the more successful tools used in my own classroom is the vocabulary notebook. While the details of this tool are neither ground-breaking nor inaccessible, there are many things to consider. I will use this workshop to outline my successes and failures in incorporating vocabulary notebooks into the curriculum at the Gimcheon University English and Global Management Department over the past 7 semesters. Attendees will take a look at actual student notebook entries, receive a series of templates for various student levels, learn about the language learning plan (LLP) and spend time creating their own LLPs and vocabulary notebook entries in a mock study session.

Notes:

## Overcoming Fear: The Key to the Pursuit of Excellence

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Pursuing excellence has a lot to do with conquering fear. Important factors influencing achievement and motivation are the fear of failure (avoidance orientation) and hope of success orientation (approach orientation). The higher the fear of failure relative to the hope of success, the higher the tendency to towards self-handicapping and feelings of helplessness and lower academic achievements among Japanese and Australian high school students (De Castella, 2013). Students with a stronger approach orientation relative to avoidance orientation tend also to aspire to higher occupational aspirations (Tseng, 1970). This talk will present practical research-based information on: (i) the connection between fear and the pursuit of excellence, (ii) some of the root causes of fear, (iii) how to help our students overcome their fear of pursuing excellence in English language learning, including teaching tips, (iv) how, as teachers, we may overcome our fear of pursuing excellence in English language teaching, and (v) how, as Christians, we may overcome our fear of pursuing excellence as servants of God.

### References:

- De Castella, K. (2013). "Unmotivated or Motivated to Fail? A Cross-Cultural Study of Achievement Motivation, Fear of Failure, and Student Disengagement across Cultures." *Journal of Educational Psychology*, 105(3), pp. 861-880.
- Tseng, M.S. (1970). "Achievement Motivation and Fear of Failure as Determinants of Vocational Choice, Vocational Aspiration, and Perception of Vocational Prestige." *Journal of Counseling Psychology*, 17(2), pp. 150-15

### Notes:

## Teaching Pronunciation with Johngul

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The English alphabet developed over thousands of years. It began with the earliest Semitic languages and then developed through the Greek and Roman cultures. Eventually, it was adopted as the writing system for the English language.

Meanwhile, the Korean language had adopted Chinese characters as its writing system, but there was never a good fit between the spoken language and the written. So Sejong the Great developed an alphabetic writing system for his people's language. Since the early twentieth century, that script has been known as Hangeul.

A new writing system, 'Johngeul', uses aspects of both the Korean and English alphabets to be a fast and convenient way for Korean students to record the sounds of English. Other methods (respelling in English, spelling using Hangeul, International Phonetic Alphabet) have their uses, but this method has some distinct advantages over all of them.

Everyone who learns a second language uses different methods that help them to learn that language. This presentation is about one more thing that second language learners can add to their bag of tricks. 'Johngeul' is a method to listen accurately and easily reproduce the pronunciation of English words.

Notes:

## CALL FOR PRESENTATIONS: Christians in ELT 2016 International Conference

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



**Collaboration in the Classroom and Beyond**  
Plenary Speakers: Chuck Sandy & John Liang

“Two are better than one...and a threefold cord is not quickly broken.”

Ecclesiastes 4:9, 12 ESV

The Christians in English Language Teaching (CELT) Conference is a professional venue for Christian English teachers and researchers dedicated to the development of English Language Teaching (ELT) with a Christian perspective. Since its inception, CELT has been gathering specialists from all over the world to pursue the integration of Christian faith with the vocation of English language teaching and scholarship. CELT is also an inspiring opportunity for Christian English teachers and researchers to discuss ELT related issues, enjoy fellowship, and support one another.

We approach CELT 2016 in thanksgiving that we are not alone as we seek God’s will in our learning and teaching; God blesses us through the encouragement and insights we gain from one another. We believe that collaboration among educators and students honors God when it nurtures community and enables understanding across cultural boundaries. Accordingly, the theme of CELT 2016 is Collaboration in the Classroom and Beyond.

Abstracts addressing the conference theme are particularly welcome. In addition, papers may address other areas of relevance to Christian ELT professionals. These include, but are not limited to, various topics that explore how Christian faith shapes their vocation as English language teachers, and how their Christian faith informs, impacts, or infuses classroom practice in diverse settings and contexts.

CELT 2016 will also feature several special strands: classroom basics, church-based English programs, and young learners. In recognition that we serve our students best when we teach well, the classroom basics strand will feature introductory sessions on teaching skills such as classroom management, task-based teaching, and testing as well as how to teach listening,

speaking, reading, and writing. The church-based English programs strand may include sessions on church-based English camps, bilingual Sunday school programs, language support for non-native speakers in English services, and teaching theological or mission English. Because a large number of Christian teachers in Korea work with children and teens, the young learners strand will focus on topics that are relevant in these contexts.

The Organizing Committee invites proposals for individual presentations (20 or 50 minutes presentation) as well as round table discussions/workshops/colloquiums (50 or 80 minutes). All proposals should be received by January 30, 2016.

\*The important dates are:

Early submission: November 30, 2015

Proposal deadline: January, 30, 2016

Acceptance announcement: February, 29, 2016

Conference: June 24-25, 2016

CALL FOR PAPERS

# Chronicles of Hope

The KOTESOL Christian Teachers SIG publishes the newsletter *Chronicles of Hope* twice a year. It seeks articles of 500-2000 words that are of interest to Christian English teachers in Korea. Past issues of the newsletter are available for download at <http://www.koreatesol.org/content/christian-teachers>. Inquiries and submissions may be sent to [virginiahanslien818@gmail.com/](mailto:virginiahanslien818@gmail.com/).



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



## Messiah College Seminar offered at Chongshin University: June 20-24, 2016

### SLA and Its Applications in the Ministry of Teaching English

#### **Seminar Description**

This one-week seminar examines the major theoretical schools of thought on second language acquisition (SLA) and the bodies of research and practice that have developed around them. Many diverse factors relevant to SLA will be addressed, such as: learner age and purpose, educational settings, ESL and EFL contexts, and shifting views in teacher and learner roles in SLA. Participants will consider the applications of SLA to TESOL (Teaching English to Speakers of Other Languages), and more specifically to the use of TESOL in missions and ministry. The overall objective of the course is to give students a firm theoretical grounding in both SLA and TESOL, in order to engage in SLA-related ministry with integrity and effectiveness.

#### **Participant Outcomes**

All participants will receive five (5) ACSI CEUs in TESOL Ministry. Students who have full attendance during the five days of this seminar will receive documentation from Messiah College of their engagement in this seminar, for the purpose of application for ACSI CEUs. Messiah College is recognized by ACSI as a provider of CEUs.

Students who enroll in the Messiah College Graduate Program in Education will receive graduate course credit towards the Graduate TESOL Certificate and/or the M.Ed. in TESOL. Students will enroll in EDME 518: Second Language Acquisition: Theories and Contexts. The in-class portion of the course will be completed during the seminar, June 20-24, 2016. Subsequent work will be required online, to be completed by Aug. 1, 2016. Students completing EDME 518 will have three graduate credits towards the 12-credit TESOL Certificate, and the 33-credit Master of Education in TESOL.

#### **Instructor Bio**

Dr. Jan Dormer is the author of *Teaching English in Missions: Effectiveness and Integrity* as well as numerous book chapters and journal articles on TESOL, and TESOL in ministry. She is currently writing a book entitled "Teaching English for Reconciliation". Dr. Dormer has a Bachelor's degree in Elementary Education, an M.A. in TESOL, and a Doctorate of Education in TESOL Curriculum, Teaching and Learning, from the University of Toronto. She has taught English as a second/foreign language in many different ministry contexts, and is now Associate Professor of TESOL at Messiah College in Pennsylvania, developing programs and teaching at both the undergraduate and graduate levels.

For more information contact Heidi Nam ([heidinam@gmail.com](mailto:heidinam@gmail.com))

## Upcoming KOTESOL Events

### June 27: Seoul Chapter June Workshop

3:00-5:00 pm Sookmyung Women's University Injaegwan Room 105

"Creating Compelling Lessons through Contextual Awareness"

Prof. George Whitehead (University of Suwon)

### August 22: Day of Reflection (Reflective Practice SIG)

12:30-6:00 pm Sookmyung Women's University Injaegwan Room 105

Featuring Dr. Thomas Ferrall



## About the Presenters:

**Bryan David Bissell** has taught English to all ages for 20 years. He started 2 language institutes and now teaches English at Kyungsoong University in Busan. His work focuses on:

- A) using effective EFL methodologies to improve linguistic ability, especially in practical life skill topics.
- B) encouraging the use of genuine critical thought in students in English.
- C) encouraging EFL discussions and experiences that help students see the connections between their lives, science and the value of godly principles in order to help them reach their maximum potential and increase trust in and relationship with their Creator.

**Robert David Black** is an assistant professor of English at Gimcheon University in South Korea. He holds both a Bachelor of Arts in TESOL Education and a Master's Degree in Education. At Gimcheon University, he has assisted in the ongoing development of a four-year English language curriculum and provides consultation and support for practicum creation and implementation. Robert is involved in ministry at the Gumi Jeil Church English service and assists with script editing for Life Hope and Sound, an American Christian radio content provider. He is husband to a beautiful wife and father to an active baby boy.

**John Gurnett** is the developer of Johngeul. As a 12-year veteran of teaching English in Korea, he has heard every possible mispronunciation of the words 'church', 'orange', and 'if'. He hopes that this innovation will be a useful tool, not only for learners of English, but also for teachers of English!

**Heidi Vande Voort Nam** (MA TESL/TEFL) teaches in the Department of English Education at Chongshin University, where she teaches both teacher-training and general English courses. Heidi is co-facilitator of the KOTESOL Christian Teachers SIG and chair of the 2016 Christians in ELT International Conference. She can be reached at heidnam@gmail.com.

**Liam Steele** has been teaching at Chongshin University since 2007, and pastoring the English Children's ministry at Sarang Church since 2011. He has an MA TESOL from Woosong University and an MDiv from Torch Trinity graduate university of Theology. He has two children (almost 5, and 20 months old) and one more on the way. If he ever has free time he enjoys the latest super-hero movies.

**Grace H. Wang** is an assistant professor in the College English Department of Yonsei University. She has taught at top universities in Korea and Thailand as well as at the United Nations in Bangkok. She is also the founder of the iEnglish® Language and Research Center (iEnglish® LRC) at [www.ienglishR.org](http://www.ienglishR.org), and the author of iEnglish® books. She may be reached at [ghwang97@yonsei.ac.kr](mailto:ghwang97@yonsei.ac.kr). (iEnglish® is a registered trademark of Grace H. Wang.)