

Chronicles of Hope: Christian English Language Educators in Korea and Abroad

MESSAGE FROM THE EDITOR

Welcome to the Autumn 2019 Edition of Chronicles of Hope!

We would like to dedicate this issue to Greta Thunberg and the work that she and other middle school students are doing to bring about changes in our government and the world.

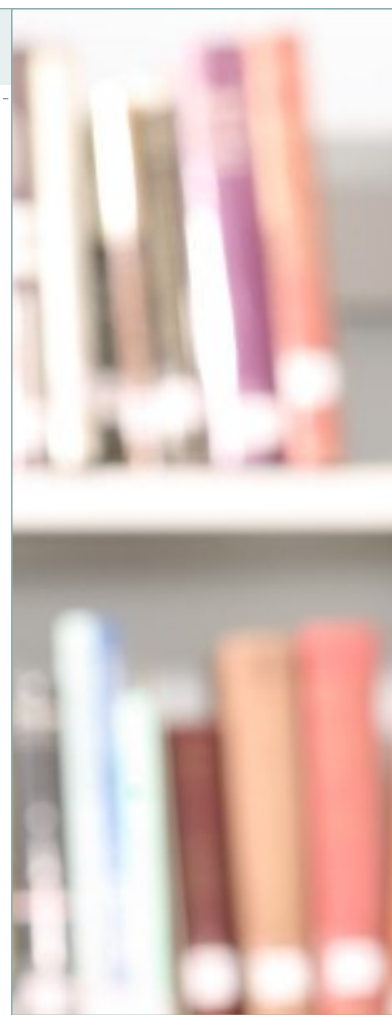
KOTESOL had an amazing conference this fall! The highlights were all over social media and I wanted to highlight the great panel discussion on women in leadership. Please check out the next page for details.

Michael Pasquale was the Earl Stevick Award winner this year. You can check out the interview with him on page 3.

All of us need to be inspired to go back into the classroom. **On Language Teaching: My Pedagogical Creed for the Language Classroom** is one of those pieces. It was inspired by the great educational reformer John Dewey along with Zoltan Dornyei, William Doll, and Elliot Eisner.

Once We Were Strangers tells the story of an American man who becomes friends with a Syrian Refugee. Shawn Smucker becomes friends with Muhammed and makes a concerted effort to understand him. He is stretched greatly by the relationship and ends up asking way more questions than having answers.

Climate Strike is an article by Bill McKibbin about the work that Greta Thunberg is doing. Bill McKibbin has been writing and publishing for thirty years on climate change. He is one of many who is raising a siren on the problems the world is experiencing. The ninth graders and other voices are becoming one to save the planet.



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“Hi. Hey. You there. Imposter syndrome is lying to you. You are enough. And, you are good at what you do.”

- Suzann Walters

WOMEN IN LEADERSHIP IN ELT

There was a panel discussion on women in leadership in ELT on October 12, 2019 at the National Conference. It focused on issues confronting women in the field of English language education.

What was enjoyable about this is that women in Korea and those in leadership roles in East and Southeast Asia were invited to participate. Each area is traditionally male dominant, and this was a welcome change.

The speakers included Ji-Hyeon Jeon, president of AsiaTEFL and a professor at Ewha Woman’s University, Chimed Suren, ELTAM board member and a researcher at the National University of Mongolia, Issy Yuliasri, TEFLIN representative and Lecturer of the State University of Semarang (Indonesia), and Camilla Vizconde, PALT representative and Department Chair at University of Santo Tomas (Philippines).

This marks the beginning of recognizing the roles women have in society. Grace Wang, the moderator and celebrated member of our group, was quoted in the Korea Herald saying this is “an exciting time for the English-language teaching field” where we are “moving away from top-down, West-centric approaches and theories to what is considered model ways to teach the English Language.”

“Teachers at the grassroots level, rather than researchers in ivory towers” are increasingly being recognized as more credible authorities on what constitutes “best” English language teaching in local contexts.

“We need more teachers to become less comfortable with being directed on how to teach, and more comfortable with venturing out to explore their own practice environments.”

A Facebook page was put on the same day of the conference and has grown considerably. Here are some highlights that are worthy of noting.

Kimberly Roberts, the current president of Daegu-Gyeongbuk chapter, says that they don’t get many women presenters at their workshops. This is her first step in changing that reality.

Kristen Razzaq, originally from London, is an elementary school teacher in Busan. She asks the group what makes them curious.

Suzann Walters posted this, as it reminded her of the panel: “Hi. Hey. You there. Imposter syndrome is lying to you. You are enough. And, you are good at what you do.”

Vanessa Virgiel, originally from the U.S., looks forward to the sharing of experiences and expertise.

Suzanne Walters, an English teacher in Seoul, is thirsting for knowledge and coffee and says that the panel helped her feel empowered by all the fabulous ladies in leadership in ELT.

Gyoung Sook Ahn is the director of the Kyoungsan Community Health Center. She has been an environmentalist for the past 30 years. She organized Dr. Ahn’s institute for nature care in 2003, which focused on children’s educational and spreading educational materials and the NIE (Newspapers in Education) contests. Her materials are all free of charge.

The purpose of this group is to support and encourage women in ELT to meet and rise above the challenges of a dynamic professional field amidst a rapidly world. The people in this group may help, support, and encourage each other. May we all support each other, from those who are just embarking on an ELT career path, to those who are veterans of the profession and have served in ELT for many years.



Michael Pasquale

EARL STEVICK AWARD WINNER: MICHAEL PASQUALE

The Earl W. Stevick Award honors members of the English language teaching profession who embody some of the characteristics of Dr. Earl Stevick in their teaching, mentoring of students, scholarship, service to the profession, and living out the life of Christ. This year CELEA gave the award to Michael Pasquale.

How did you come to teach at Cornerstone University?

I joined the faculty at Cornerstone (Grand Rapids, Michigan, USA) in 2000 as I was completing my Ph.D. in Linguistics at Michigan State University. I was originally brought in to develop the undergraduate TESOL minor. After that, in 2006, I helped launch our MA TESOL program. I have also been Chair of the Humanities Division since 2006 as well. I teach undergraduate and graduate courses in linguistics, sociolinguistics, and second language acquisition.

What is the best aspect of your teaching position?

I love mentoring students. The best part of my role as a faculty member is that I am part of a learning community in which I teach but also learn from others. I also enjoy that my students are doing amazing work all over the world. I have the pleasure of seeing them grow as individuals and as teachers before they graduate. I am able to see them grow in their confidence and ability to teach, and it is a blessing.

I enjoy learning with and from my colleagues as well. Collaboration and community are two important themes for me.

WHO WAS EARL STEVICK?

Earl Stevick was an expert in language learning and teaching. He was influential in developing the **communicative approach** in language teaching.

He taught in America and Africa.

He has numerous articles and publications, among them are:

Images and Options in the Language Classroom (1986)

Teaching and Learning Languages (1982)

Teaching and Learning Languages: A Way and Ways (1980)

Memory, Meaning, and Method (1976)

QUESTIONS ABOUT COMMUNICATIVE LANGUAGE TEACHING (CLT)

The following questions could be used for reflective practice individually or within a group setting.

What are your beliefs about CLT?

What percent of class time do you spend on communicative competence activities in your classroom?

Do you recognize a gap between what you believe about CLT and your classroom practice? Can you articulate the gap?

What beliefs about language learning do you adhere to?

Is it better to develop our beliefs from what we are actually doing in the classroom? Do we need to modify our beliefs based on classroom practice?

EARL STEVICK AWARD WINNER: MICHAEL PASQUALE

Can you tell us about your faith journey? How did you become a Christian?

I grew up in a religious home, but it wasn't until I was a teenager and I did actively pursue a life of faith and fully embraced what it meant to be a Christian. It was then that I truly internalized what a relationship with Christ meant. The key virtues of loving God and loving others have been foundational in my life. Sharing a love of Christ has driven me to be involved in Christian higher education and to live out that love of Christ in all areas of life.

Are there other ministries you are involved in?

My wife and I are also involved in helping North American churches start ESL programs. We do consulting and teacher training for these ministries. Cornerstone actually has a course that helps churches in these outreach opportunities.

We also do similar activities overseas. We participate in some English camps around the world, lead teacher training workshops, and do needs assessment for ministries. Currently we are serving as TESOL consultants with ABWE Mission organization. This summer we will lead an English camp in Spain and a teacher training workshop in Italy. We have traveled to many places through this, including Brazil, Peru, Japan, and China.

How do you connect your faith to your teaching?

This is a great question. It really centers on our identity not only as teachers but as Christians. Why do we do what we do and how do we do it ... I think that for me my motivation for teaching and how I teach is centered on my faith, ... I want to show Christ's love through my life, ... how I interact with others, so not only what I teach but how I teach. **Do I demonstrate His love and His grace?**

It can also show up in **topics** that we cover in class, such as selecting a discussion topic or story that delves into concepts such as grace, love, forgiveness, hope, etc. But for me, a main reason I get

up every day and work with students is that *I care about them as human beings, their whole being, and I pray that they not only grow in wisdom and knowledge, but also to develop into mature and virtuous adults.*

What advice would you give to new teachers?

My advice to new teachers is to keep learning. Be curious, keep discovering new things. Not only in your field but read widely.

Also, new teachers need to make good connections with their colleagues. Talk with them about teaching ideas, collaborate with them on classes or scholarship projects, join a reading group together. Isolation as a teacher can be so damaging long term, so build a strong community of teachers to support each other.

ON LANGUAGE TEACHING : MY PEDAGOGICAL CREED FOR THE LANGUAGE CLASSROOM

It's been over 20 years since I first started teaching in language classrooms in South Korea and I, Virginia Hanslien, have learned quite a bit. Dornyei continues to inspire and Paolo Freire really did much for language teaching in regards to social justice. This paper was submitted to Framingham University for a teaching methods class.

My Pedagogical Creed for the Language Classroom

Where there is no vision, the people perish. (Proverbs 29:18)

Article One: What Language Education Is

I believe language education is for the transformation of the student. Effective language learning takes place within a problem-posing perspective. "In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation" (Freire, 2003, p. 83).

I believe this begins with the educator's willingness to give his/her students ample opportunity to engage in critical thinking. "His efforts must be imbued with a profound trust in people and their creative power. To achieve this, they must be partners of the students in their relations with them" (p. 83). Within this perspective, language education must strive towards genuine dialogue between students and educators.

I believe that language education is about the vision of the student. "Such a transformation of classroom practice has to begin with the teachers, because they are the people in the best position to shape classroom life" (Dornyei, 2014, p. 3). Teachers can be the transformational leaders and the engine for this drive is the teacher's vision for change and improvement.

Article Two: The Language Educator

I believe the language educator should lower him or herself in order to teach well.

I believe the language educator can lower him or herself through joining a language classroom. In that classroom, he or she will experience what it is like to be a student who does not have all the answers.

I believe the language educator should understand the dignity of his/her calling. He/she is able to speak for what is right and wrong in society but recognize that it does not have to be pointed out.

I believe the language educator should be concerned about vision in the classroom. He/she can understand students current identity concerns, provide regular intervals of future tastes, use guided imagery and narratives, and ensure students are exposed to role models (Dornyei, 2014, p. 37).

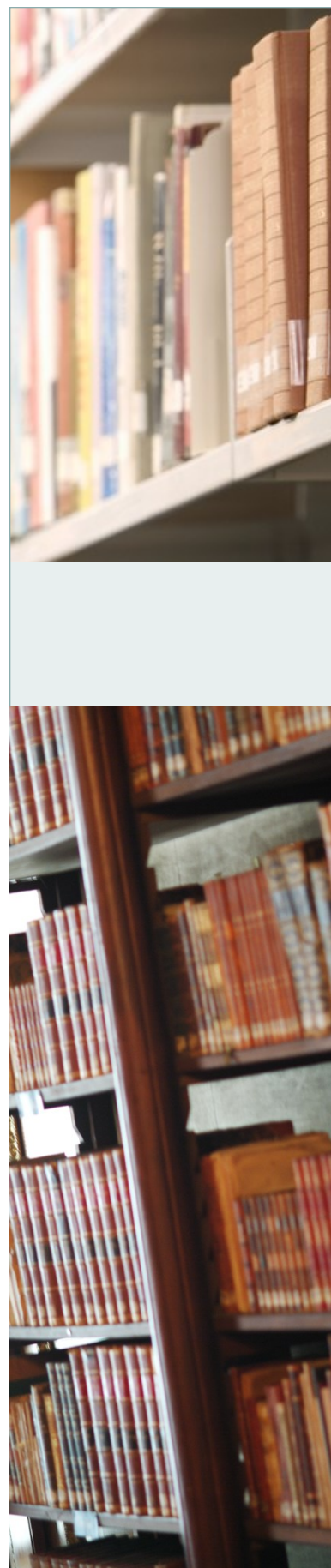
Article Three: The Course Material in the English Language Classroom

I believe the selection of course material is of utmost importance in the language classroom. Eisner spoke of the strengths and limitations of task and materials. Getting smart, in this context, means coming to know the potential of the materials in relation to the aims of a project or problem; and since each material possesses unique qualities, each material requires the development of distinctive sensibilities and technical skills (2002, p. 72).

I believe the selection of course material should provide repetition and recursion. Repetition will improve the student's ability to perform.

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ability to think (p. 178). Both are necessary for the language classroom.



ON LANGUAGE TEACHING: MY PEDAGOGICAL CREED FOR THE LANGUAGE CLASSROOM

Recursion will improve the student's ability to think (p. 178). Both are necessary for the language classroom.

I believe the selection of course material should provide a relational, pedagogical framework in a cultural way (p. 179). This will provide relational perspective within the Korean English language classroom. There are many different perspectives of what is right and wrong, and they need to be discussed.

I believe the selection of course material should provide rigor. Rigor is the exploration of the learning experience: looking for new combinations and patterns in order to develop the ideas and concepts (p. 183).

I believe that once course material has been selected, the educator and the student can pursue surprise. "To pursue surprise requires the willingness to take risks, for while surprise itself may emerge, its pursuit is a choice" (Eisner, 2002, p. 79). The language educator can ask questions and the student can respond.

I believe that once course material is selected the language educator is able to go backwards and make sure the first assignment will tell who each student is through an informed opinion (Dornyei, 2014, p. 44).

I believe students need vision on how to "taste the future in order to desire it" (Dornyei, p. 46). The language educator could invite successful language speakers to the classroom, participate in language encounters, or organize study abroad and field visits. These would be done with the intention of showing students what is out there, and he or she will show how students are best able to see themselves in the future.

I believe students will need their vision strengthened. Collectively, the group could be given a motivational speech where they are to describe themselves, their past, their present, and their future. The first section is about themselves as Korea university students. The past usually is a golden age where students did great deeds, like a legendary hero or heroine. The present is troubled. It is a critical moment where a fateful choice is made. The future is a dreamlike vision. There is hope and greatness and it is often related to the past. This will give a student a taste of language learning as vision that is within the student's reach.

I believe students who are positive will react to the above with clarity and a vision.

I believe students who are negative will require more to engage them fully. They need to be shown how to turn their negative thinking into something positive. In other words, like optimists, who formulate their possible selves on the basis of positive experiences, pessimists are inclined to use negative experiences as the foundation for extrapolating possible selves formations; this may lead to no possible self – or even a feared self – and certainly no forward pointing action (Dornyei, 2014, p. 93).

One possible action for this is to draw a 'Possible Selves Tree' where they were come up with dangerous conditions of the tree. Termites, poison in the soil, lightning, etc. These are discussed with the language educator. Bringing worries like this to the surface could a first step towards finding a solution to the blocks or towards deciding on some course of modification in order to make it more realistic.

I believe that language learning is a process rather than an outcome. Language educators and students will always be somewhere on this path and will meet together.

Article Four: Methods for Language Teaching

I believe that what the educator says and does can help or hinder the student's ability to learn. While there are moments when the educator should step in and direct students, it is better for educators to foster independence through scaffolding (Eisner, 2002, pp. 73-74). Scaffolding will provide the students with what they need and will lower the difference between educator and student.

I believe that the educator is responsible to provide English language learners with tasks within Vygotsky's zone of proximal development. "The zone is the space within which tasks need to be set to be, on the one hand, challenging and, on the other, capable of being successfully negotiated by the child with a helper, peer or adults" (Eisner, p. 73).

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ON LANGUAGE TEACHING: MY PEDAGOGICAL CREED FOR THE LANGUAGE CLASSROOM

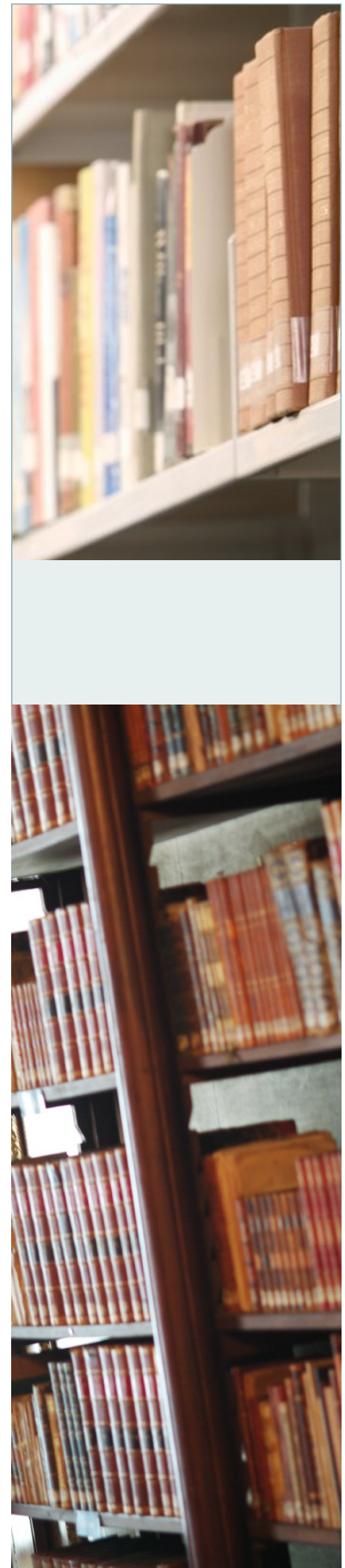
-ly negotiated by the child with a helper, peer, or adults.”

Article Five: Social Progress in the English Language Classroom

I believe that as students learn they will change. We have the privilege of being a part of this in the language classroom. “The aim of the educational process inside schools is not finish something, but to start something. It is not cover the curriculum, but to uncover it. What one starts is an interest that sufficiently powerful to motivate students to pursue that interest outside school” (Eisner, 2002, p. 90-91).

I believe that problem-posing education will affirm students as people. “Problem-posing education affirms men and women as beings in the process of becoming – as unfinished, uncompleted beings in and with a likewise unfinished reality” (Freire, 2003, p. 84). Language learning is about transformation.

Virginia Hanslien teaches at Korea University’s Sejong Campus. She has been there since 2006. She is the editor for this newsletter.



once we were strangers

What Friendship with a Syrian Refugee
Taught Me about Loving My Neighbor



BOOK REVIEW: ONCE WE WERE STRANGERS

This book may seem like an odd recommendation coming from a language teacher, but it really is very well done. As well, the International Journal of Christianity and English Language Teaching had a very gracious review of this book in their latest issue. In addition, Hope Writers profiled Shawn Smucker this summer.

Language teachers should be advocates for those who are refugees and immigrants. Even in Korea, there are increasing numbers of people in these categories. This book speaks volumes for evoking empathy for the refugee or immigrant. If we can help support and understand them, they will be better equipped to handle the challenges of living in another country. Furthermore, their young learners need support. If we are supportive of them and their group, they will in turn be supportive of their young learners.

This personal diary provides a number of great insights into the refugee experience. It is written from the perspective of an American who befriends a Syrian refugee in Lancaster, Pennsylvania. This diary has multiple entries that describe the problems and hardships of the Syrian family, and it also has meditations on how Smucker developed a relationship or a friendship with Mohammad, the head of the Syrian household.

This book was meant to be an action-adventure. We were supposed to see the experience of Mohammed and the rest of his family make the decision to get out of Syria. They navigate or make their way through Jordan, and they land in Pennsylvania. Smucker was supposed to be the one who would play the role of a “middle-aged man in search of meaning who helped a Syrian family find the American dream” (p. 181-182).

Instead, we get a diary of Smucker’s own growth as an American. He is stretched in ways that just aren’t comfortable for him. He embraced uncomfortable silences between friends. There is much to receive from someone who, on the surface, seems to have so little to give. Smucker shares doubts and hesitations, and we are allowed in to see the stretching and growing that he does. And by the end of the diary, he has concluded that they needed his physical help more than they needed his friendship (p. 182).

Is this what happens when we invest in others? Is it worth it? Is it a holy disruption that occurs when we interact with people as friends and not as projects or causes? Are you open? Is someone across the world or simply across the street?

Near the end, he talks about the Good Samaritan. He sees himself as the one who stopped to help. He is also the one lying on the side of the road beaten down.

This is a story of personal realization and global potential. It is a story of what was, and is, and a story that is pregnant with the promise of what can be.

Pick up the book. You will be a better person and a better teacher.

CLIMATE STRIKE!

Greta Thunberg is the new face for the environmental crisis. She is young, sincere, and keeps telling the adults that they are not trying hard enough. Don't you just love her?

The environmental crisis is not new news. It has been going on for thirty years. I would like to share a piece that was in the September/October issue of *Sojourners Magazine* that you could use for your class. They could read it, ask questions, and start the conversation on a climate strike. Let's empower the students to make change.

Bill McKibben is the founder of 350.org. His most recent book is *Falter: Has the Human Game Begun to Play Itself Out?*

Since last September, when Swedish schoolgirl Greta Thunberg began her one-woman campaign, school strikes have happened around the planet. At their height, in the spring, 14 million left class for a day, demanding that our leaders actually lead on the greatest crisis the planet has ever faced. In May, the students asked adults to join them, and so the first all-ages climate strike will take place across the planet.

Here is why you should join in making it the largest day of climate protest in history.

1. Because the climate crisis just keeps deepening

When I wrote the first book about all this, 30 years ago this fall, scientists were issuing warnings about what would happen if we didn't act. We didn't act and now, instead of warnings, we are issuing body counts. Wildfire, flood, the spread of insects carrying disease: The iron law of climate change is that it affects first those who have done the least to cause it. But by now it's reaching every part of the planet. Last autumn in California, we watched a city literally called Paradise almost literally turn into hell inside half an hour. This spring, we watched the relentless flooding across the richest grain belt of the planet.

2. Without rapid, transformative action, it's going to get much worse.

So far, we have raised the temperature of the planet one degree Celsius – about 1.8 degrees Fahrenheit. But we're on course unless something changes fast, to see it rise 3.5 degrees Celsius – 6 degrees Fahrenheit by century's end. Scientists say that would preclude civilization as we've known it.

3. We could change if we got our act together.

Engineers have worked small miracles. The price of solar power has dropped almost 90 percent in the last decade. So, if our government and financial institutions put their mind to it, rapid change is truly possible (and it would save us the vast amounts of money that would otherwise be spent trying to defend against cataclysm).

4. There is a big movement demanding change but it needs to get much bigger.

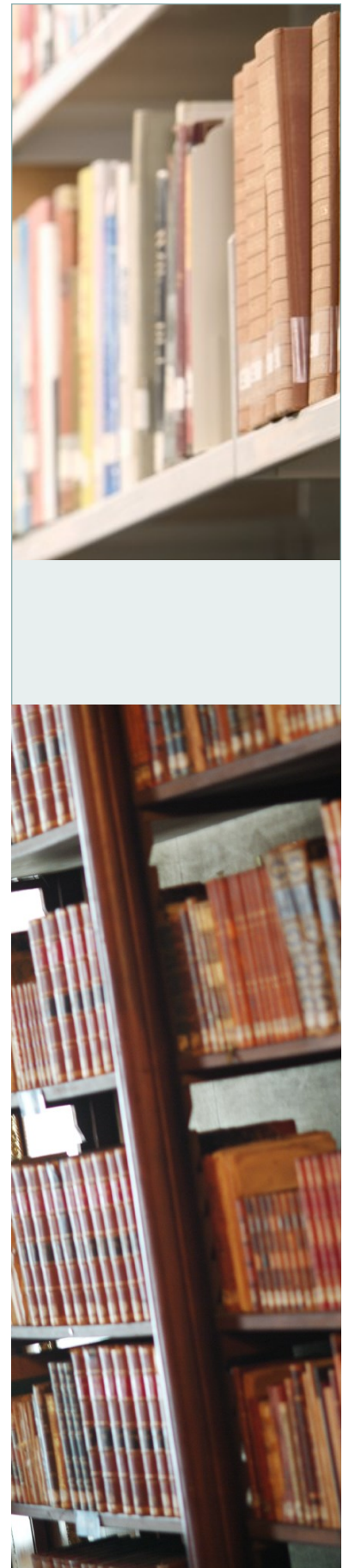
Right now, leadership is coming from front-line communities most affected by change. It's coming from indigenous communities around the planet. It's coming from scientists and people of faith. But it needs to come from everyone! This is the defining issue of our lifetime – you need to not just worry about it, but to get out in the street.

5. A strike – if only for a day – is the perfect way to do it.

We have to show that we're willing to disrupt business as usual. Right now, despite the unfolding crisis, we just get up in the morning and do what we did the day before – business as usual is literally what's killing us.

6. It's not okay to make ninth-graders save the planet by themselves.

So, go to globalclimatestrike.net and make yourself an organizer for a day. It's not hard and you will sleep better.



**THE CHRISTIAN
TEACHERS SPECIAL
INTEREST GROUP
(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 service to others by doing the following:

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



For more information about the Christian Teachers SIG or this newsletter contact...

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POETRY CORNER

English as a Second Language

That voice -- from the TV -- that voice,
Thick smoky cheese, or, no -
Dark as burn flame, sweet,
Venison-sweet in the heavy smoke
Of a tavern hearth and hot as brandy.
I served that voice for months,
In a theatre on the 13th near third
Whose losers are the ones who crack first.
I gave you azured hours, nights.
And you place your soul
Pretty as a dead mouse at my feet.
Gutterals, the candles guttering backstage.
Your voice went everywhere.
You dared not put your hands.
- April Bernard

<https://poets.org/poem/english-second-language>



Christian English Language Educators
Association

<http://www.celea.net/>

International Journal of Christianity & English Language Teaching

A refereed, online journal on Christianity and ELT

<https://digitalcommons.biola.edu/ijc-elt/>