

## Editors' Note

There is no shortage of fascinating stories about how TESOL is implemented "in the field," in far-flung regions of the world and close to home. TESOL has applications in the most varied and unexpected contexts. Even for teachers with long years of experience, it's never too late to find a new way to serve.

In this issue, we also feature the perspectives of both an undergraduate and a graduate student who attended the CELT conference. Their appreciation for the exposure to faith-based professionalism in the field is apparent. CELEA exists to connect people in precisely this way.



You may have noticed that the format of our newsletter has changed to an electronic newsletter (e-newsletter). We hope this new design will make it easier for readers to engage with the stories and photos of our CELEA community. Please feel free to give us feedback at <http://bit.ly/celeaneewsfeedback>.

Hannah Cole and Annie Wong

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## Letter from the **President**, *Shoshannah Hernandez*

I am honored to serve as the current president of CELEA for the next year. Part of my process over the past year as President-Elect has been to learn about the history, purpose, and procedures of the organization. One thing that has become clear to me over this year is that CELEA has an incredibly important purpose to fulfill as we seek to connect, support, and serve Christian educators all over the world.



The transition within TESOL, Inc. away from the forum structure has allowed us the opportunity to have a presence in the organization that, perhaps, has the potential for even more visibility and professional legitimacy than before. As a Professional Learning Network (PLN) centered around faith in English language teaching, we can have important conversations about how our faith affects our profession with those who share our faith, come from other faiths, as well as with those who believe faith has no place in the classroom. The fact that we have been allowed to serve as a liaison of the PLN and moderate the online discussion on the topic is, in and of itself, a seemingly divine appointment.

This development, along with the expanding resources provided on <http://www.celea.net/>, the proactive measures to increase awareness of CELEA and its network, the strengthening of processes and procedures within the organization, and the continuation of the organization's publications and organization of the CELT conference all point to an exciting time for CELEA as an organization and for like-minded language educators worldwide.

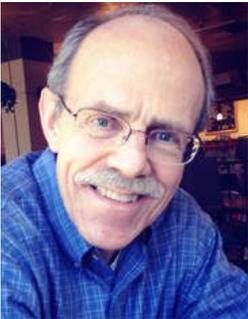
As I reflect on my role within the organization for this year, I am humbled. I feel like I'm still learning. Perhaps that's because Dr. Robison, our CELEA Past President, is a former professor from my M.A. TESOL days at Azusa Pacific University and so part of me feels like I'll be getting a grade at the end of my term. But I think it's mostly because I'm surrounded by all of you on this journey. Those of you who've been in the profession much longer, advocating for learners, living out lives which demonstrate the love of the One who loves us, and building up this family of like-minded language educators...your presence is overwhelming. And so as I seek to help lead this organization this next year, I covet your thoughts. Lift up our board and the decisions we will make that will impact you. Lift up the opportunities we have with TESOL, Inc. for presence and influence. Ask that CELEA would be the organization that our Father would desire us to be. I look forward to this next year with you!

Shoshannah Hernandez

## Letter from **Past President**, *Rich Robison*

Since 2012, it has been my privilege to serve as a CELEA Board member, and as president for the past year ending at the CELT Conference on March 12, when I “passed the gavel” to incoming President Shoshannah Hernandez. Over the past seven years, I have had the opportunity in our monthly board meetings to work alongside many Christian leaders in the field of TESOL.

Now as Past President, which by precedent signals an exit from the board, I would like to highlight what it is that the board does in behalf of CELEA. Most obvious is publishing the newsletter you are reading, twice a year if we can manage it, along with maintaining the website that houses the newsletter as well as a number of other resources, some of which are available only to members (hint). Besides the newsletter, CELEA oversees publication of the more scholarly *International Journal of Christianity and English Language Teaching*, accessible from the website. And in addition to publications, CELEA has assumed responsibility for organizing the annual North American CELT Conference, in conjunction with which we sponsor the Earl Stevick Award. (See the related article in this newsletter.)



CELEA has also had a background role in the TESOL, Inc., Christian English Language Educators Forum (CELEF) and in that role annually organized the CELEF colloquium at the TESOL Convention. When TESOL two years ago discontinued forums, including CELEF, CELEA reconfigured the forum into the new structure, a Professional Learning Network (PLN), obtaining approval for the Faith in English Language Teaching PLN, an online discussion forum open to all TESOL members at TESOL.org. The CELEA President-Elect now serves as the liaison between this PLN and the TESOL organization, and also assumes responsibility for organizing a faith-related colloquium proposal for the annual convention.

The final official act of the CELEA President is to lead the annual CELEA business meeting at the CELT conference, at which it was my honor this year to present the Stevick award to Michael Pasquale, and to introduce our new board member, President-Elect David Broersma.

And now, in case you're wondering what a CELEA Past President does, the principal responsibility, besides advising the President, is to chair a nominating committee that seeks new candidates for the Board of Directors. If I have at all piqued your interest in serving or in anything CELEA does, I would be delighted to hear from you. Email me at [rrobison@apu.edu](mailto:rrobison@apu.edu).

Rich Robison

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## Congratulations to CELEA Executive Board **President-Elect**, *David Broersma!*



Dr. Boersma is an Associate Professor of TESOL & Linguistics at Lee University in Cleveland, TN, where he works with undergraduate TESOL majors. He is also a professor in the M.A. TESOL program at LCC International University. He has an M.A. TESOL and a Ph.D. in Second Language Acquisition from the University of Illinois at Champaign-Urbana. Before joining the faculty at Lee University in 2014, he spent 17 years in Moscow, Russia at the Russian-American Christian University and Hinkson Christian Academy.

## TESOL In the Field

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### Teaching in Tanzania: *Albino Peacemakers*

Last winter, I taught English in Tanzania to a group called Albino Peacemakers. People with albinism in Tanzania are severely marginalized and misunderstood. They are mistreated, attacked and killed. Albino Peacemakers provides desperately-needed education, protection, and opportunities.

One of the assistance programs is a sewing workshop. Women create beautiful handmade items which are sold to tourists. I was informed that the women wanted to learn to talk to the tourists, and teaching them was a highlight of my time in Africa.

In order to increase their fluency, they learned short comments, such as, “*We have this in many colors,*” or “*This fabric is beautiful.*” We covered topics like personal space, eye contact, and nonverbal communication. Each woman learned to introduce herself and tell her story.

One day, a tour group came through and the best English speaker, Siwema, wasn’t there to give the presentation about Albino Peacemakers. The woman with the next best fluency was Judith. Although she struggled, she provided the basic facts and I noticed how the visitors were truly engaged in trying to understand her.

After that, I knew that all of the women could collaborate in giving the presentation by speaking a little English no matter how low their ability. Some memorized phrases, while others with greater fluency were able to improvise. One thing they learned early on was to “fake it.” They loved that expression and they learned its meaning well!

*Mary Lou Sproul has over 20 years of teaching experience in TESOL and is retired. Her major interests have been teacher training and curriculum development. She has lived in Japan, Moldova, Mexico and Africa, and has traveled throughout Europe and South America. She is fond of any type of adventure, especially hiking and bicycling.*



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### Teaching in Panama: *Hogar*

Our ESL classes in the province of Chiriqui, Panama, started 15 years ago for indigenous youth from isolated tribes. It’s part of our *Hogar* program which includes a curriculum to finish high school for those who often only have schooling until 6th grade.

Originally, I stayed away from teaching English, thinking I was imposing my language on others and that Spanish and the tribal languages were enough. However, after 25 years of sending people all over the world from our community center, I’ve seen English as the common language used in all the major spheres of society, such as business, education and sports.



Results have been encouraging! One former student is leading an NGO to protect tribal lands. Another works in tourism for his village. Previously, because his parents didn’t read or write, they used be taken advantage of, but now there is clear communication and calculation of costs. Another student is in her last year of university to become an English teacher. Others have received jobs in translation because of their English skills, and some have traveled through South and North America doing seminars. One has even written a book.

Originally from Beloit, WI, Debbie Tracy lived in Panama for 25 years and has taught and served as director at different academies. She and her husband of 34 years, Richard, have three biological children and three foster children.

### Teaching in Baseball: Detroit Tigers

I've been able to combine my passion for teaching English with another lifelong passion- baseball.

My wife, Monica, and I began to serve as ESL teachers for a minor league team in Grand Rapids, MI. I also train ESL teachers at a seminar held during spring training in Florida each year.

Four years ago, I began to work with a team I've followed since childhood- the Detroit Tigers. Working with my childhood "hero," former Tigers' catcher Lance Parrish (who is now the manager of the Grand Rapids minor league team), has been an added privilege.

This past year, I began developing an ESL curriculum for international players which focuses on developing character and virtue. We discuss tangible things like how to show gratitude and be self-controlled. It's helping students not just in learning the language, but also in seeing the importance of their life beyond baseball and the implications of the choices they make off the field.

*Michael Pasquale is a Professor of Linguistics and Director of the M.A. TESOL program at Cornerstone University in Grand Rapids, Michigan, USA. He earned his Ph.D. in Linguistics from Michigan State University. He was a Fulbright Senior Specialist at the Universidad Nacional Santiago Antúnez de Mayolo (Huaraz, Peru) in 2017. He served as the first President of CELEA (2008-2010) and currently serves as co-editor of the International Journal of Christianity and English Language Teaching.*



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Congratulations to our **2019 Earl W. Stevick Award Winner Dr. Michael Pasquale!**

The Earl W. Stevick Award honors members of the English language teaching profession who embody some of the characteristics of Dr. Stevick in their teaching, mentoring of teachers, scholarship, service to the profession, and living out the life of Christ in this profession.

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### CELT Conference Student Interviews

“I really enjoyed meeting and networking with like-minded ELTs. It is always refreshing to hear how others are integrating their faith with English teaching around the globe. I also enjoyed perusing the different booths, which showcased opportunities for teaching EFL in various parts of the world.

Previously, I used TESOL to teach ESL in NJ and PA, and to teach EFL in Cambodia. I would really like to return to teaching EFL overseas again- specifically in the most unreached portion of the globe. My prayer and plan is to pursue this route once I graduate with my master's degree.”



Marie Chiara

Degree: M.A. TESOL ('20), Biola University

Hometown: New Jersey, USA

Favorite Book: *Nicholas Nickelby* by Charles Dickens

“What I liked most about the CELT conference was the ability to see the Christian influence in the field of TESOL. It isn't often that you see an academic field so influenced by Christians teaching English around the world. It was encouraging to see people of faith pursuing academia in a focused, passionate way, and to see how many different ways people were applying TESOL. It's good to know that what I'm learning right now can be applied in a myriad of careers.

After I graduate in May, I will be going to Bolivia for a year to teach TESOL at a Catholic university in the Andes. I hope to go to graduate school for either Literature or Languages (or both). I'm not sure where life will take me after that, but I am excited to see how TESOL will influence my career path!”



Hunter White

Degree: B.A. in TESOL, and B.A. in English Literature ('19), Lee University

Hometown: Maryville, TN, USA

Favorite Book: *L'Étranger* by Albert Camus