



CETC Newsletter

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A periodic newsletter for TESOL members.

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Leadership Updates

From the Editors

Michael Lessard-Clouston, michael.lessard-clouston@biola.edu, and Meredith Bricker, meredith.bricker@gmail.com

Welcome to another *CETC Newsletter*, our preconference edition. We've been happy to work with various contributors and to correspond with a number of you who responded to our postings on the caucus e-list concerning recent publications and upcoming TESOL 2008 presentations. As always, we expect that in this newsletter you will find some useful information, a practical idea or insight for your teaching, and some food for thought.

An Update on the Caucus and the Newsletter

Readers who follow the caucus e-list will know that TESOL has decided to close all caucuses, including CETC, as of summer 2008, which Michael Pasquale discusses in his letter in this issue. As a result, the CETC leadership has decided to transition the caucus to an independent "forum" within TESOL, and more information about that is

forthcoming as the leadership learns just what that means and what the possibilities are.

As editors, we have been pleased to serve in this capacity and have enjoyed our interactions with those of you who have contributed to or commented on the *CETC Newsletter*. As we have both already served for 2 years, we feel that the transition from caucus to forum is a good time for us to bow out and let others step forward to lead us into the future with whatever replaces the *CETC Newsletter*. To help in this transition, we welcome any CETC member who would like to work as a newsletter coeditor to contact us. We would be happy to see one or two people come forward to work with us for another issue or two, and then take over and create the new newsletter that will be independently produced by the forum that replaces CETC (after July). As neither of us is sure of things beyond the summer we hesitate to commit beyond then, but we want potential (co-)editors to know that one of us will likely work with you initially beyond the *CETC Newsletter* to aid in the transition. If you are a budding editor or think this may be of interest, please pray about the possibility and then e-mail us or talk to us at the upcoming TESOL 2008 convention.

Usually we publish three issues of the newsletter each year, and although we will need to do so by July this year our hope and plan is to do this before the caucus is closed this summer. We are already at work on one more issue but hope that all of you who have been thinking about submitting an article for some time will put your fingers to the keyboard and write up a draft of what you want to share with others and send it to us, so that we can edit and publish two more issues of the *CETC Newsletter* for TESOL. (Or if you would simply like to be "spotlighted," please let us know!) If we receive enough submissions, we plan to publish a postconvention issue some time in May and then a final issue in July (TESOL's final deadline to send out caucus publications). Optimistically, our deadline to receive draft contributions for possible publication in our next issue (hopefully in May) is April 14, and for our final issue in July the deadline will be June 23. But if we receive only enough material for one good issue, that is fine, too, and we will publish it in late spring or summer. We hope you'll agree that the *CETC Newsletter* is worth contributing to and will send us an article on your recent research or on a presentation you have made.

In This Issue

This issue includes some familiar names as well as some new ones. The newsletter begins with several leadership updates, starting with a letter from CETC Chair Gena Bennett, in which she introduces the fact that our purpose is forever purposeful. Next, incoming (and final) CETC Chair Michael Pasquale provides an update on the caucus situation and invites readers to join the discussion regarding the future, suggesting the sky is the limit. And as we did last year, we have prepared two lists that we hope will encourage networking among members: Meredith Bricker outlines upcoming CETC events and some presentations that caucus members will be offering at the upcoming convention in New York City, and Michael Lessard-Clouston offers a list with information on some recent publications that members notified us about. Finally, we have updates in our News From CETC column.

Our articles and information section offers a wonderful range of topics, starting with Mary Wong's thoughts on the use of films as a linguistic, cultural, and spiritual resource in the classroom. This article includes helpful reflection questions, lists of resources, and even a template for using films in a class. As it comes out of Mary's presentation in the CETC colloquium in Seattle during TESOL 2007, we hope this article will encourage readers who will be at the 2008 convention to join us for our last caucus colloquium in New York City (see the News From CETC column for more details). The following two articles are stimulating reflection pieces, in which Jan Edwards Dormer discusses some of the blessings and challenges of her experience as a teacher educator in Indonesia and Tyson Vincent provides a Christian response to and critique of critical discourse analysis, a topic that is receiving attention in the TESOL literature. Next we present Eleanor Pease's update on the CELT 2008 conference in New York City and Mary Wong's CETC bibliography of publications on Christianity and English language teaching, with a focus on spirituality. As Mary suggests in her introduction, we hope readers will add to this list and work to make it an annotated bibliography that can be included on the caucus Web site. We are delighted to share with you two thoughtful book reviews on vocabulary learning and teaching: First Bindu Oommen introduces and analyzes a new teacher resource aimed at middle and high school students, and then Maya Lee provides an overview

and critique of a student text for adults. Again we close with our Spotlight on CETC Members, which introduces and shares the backgrounds and perspectives of CETCers located in Canada, the United States, and Indonesia. We're pleased to share these glimpses into the lives and experiences of several more members in our truly international caucus.

We appreciate each contribution, and we hope that you will consider contributing to the upcoming final issue(s) of the newsletter as well. If you have an idea for an article, an update or some news you would like to share with fellow caucus members, or suggestions or comments, please contact us.

Blessings,
Michael and Meredith

[Letter From the Chair: Purpose Is Forever](#)

Gena Bennett, genabennett@yahoo.com

Blessed are those who trust in the Lord. . . . They are like trees planted along a riverbank, with roots that reach deep into the water. Such trees are not bothered by the heat or worried by long months of drought. Their leaves stay green, and they go right on producing delicious fruit. Jeremiah 17:7-8 (NLT)

No doubt, many of you are familiar with Rick Warren (2002), who posited five purposes for which we were created: to love God, to be a part of His family, to become like Him, to serve Him, and to tell others about Him. In the introductory portion of his work, Warren (2002) quoted Sir Thomas Browne: "Your time on earth is but a small parenthesis in eternity. You were made to last forever" (p. 36). Warren explained that when we realize our time on earth is merely preparation for forever in eternity, we begin to see things through a different lens.

CETC's purpose is "to provide a place of support for English-language professionals who share a belief in Jesus Christ and a forum for those who have a common interest in teaching English to speakers of other languages." Though CETC will no longer exist in its current form as of July 31, our purpose as a group will never change. Whether we are Christian Educators in TESOL Caucus, Christian Educators Forum, or Christians in English Language Teaching, our purpose remains the same: support each other in the name of Jesus Christ. As Warren showed us, CETC may have lasted only 10 years, but that time is "but a small parenthesis in eternity"; forever we can work together to provide a place of support for English-language professionals who share a belief in Jesus Christ and a forum for those who have a common interest in teaching English to speakers of other languages.

In other sections of this newsletter, information is discussed concerning how to continue carrying out our purpose together; this topic will, of course, also be discussed at length at our business meeting in New York City. Please join us physically, if you can, or submit your thoughts, ideas, and opinions beforehand via the e-list. Our purpose continues on, and we will continue to purpose!

Reference

Warren, R. (2002). *The purpose-driven life*. Grand Rapids, MI: Zondervan.

[Letter From the Incoming Chair: The Future of CETC: The Sky's the Limit](#)

Michael Pasquale, michael_pasquale@cornerstone.edu

Change is sometimes difficult, as many of us like things to remain as they are. There is a comfort to having things stay the same and enjoying the same traditions and routines as in years past. Yet change can also be exciting, a beginning of something new. Graduation day, a wedding day, a birth day—all signify a beginning and also signal that things won't be the same again. This is how I see the recent news of the elimination of the caucus system within TESOL.

TESOL President Sandy Briggs announced in October 2007 that the current caucus system would be phased out. This decision came about after a yearlong review process of the Caucus Ad Hoc Committee, including discussions at TESOL 2007 in Seattle. So, what does this mean for us? CETC will remain in some capacity within the TESOL organization, such as a forum, but not as a caucus. Forums will have the opportunity to have an Academic Session, a display in the exhibit hall, and a 2- to 3-hour social event at the annual convention. These are activities that we have been doing as CETC and can continue to do.

I see a wonderful opportunity for us to decide as a group what we want to become and not just lament that things cannot stay the same. The sky is the limit to what the "new" Christian Educators in TESOL Forum can become. Even though the Christian English Language Teachers (CELT 2008) conference in New York City is not affiliated with TESOL, we will be hosting an open forum to discuss some ways the "new" organization can be organized on Wednesday, April 2, at Nyack College. We will also be meeting at the open caucus meeting on Thursday afternoon during the TESOL 2008 convention. It will be my privilege to serve as the chair for CETC during the past few months as a "caucus" (through July 2008) and then lead the group through a transition to the "new" organization, whatever that looks like. I invite you to join us in this exciting adventure—the sky's the limit! I also invite you to join us for one or both of the upcoming meetings at CELT 2008 and TESOL 2008 in New York City. My benediction is from Ephesians 3:20-21 (NIV): "Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, forever and ever! Amen."

TESOL 2008: CETC Events and Member Presentations

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At the end of 2007, I asked CETC members, through the CETC e-list, to send me information about the presentations that they will offer at the 2008 TESOL Convention to be held April 2-5 in New York City. I hope that the list of presentations below may spark your interest and foster discussion among fellow CETC members who share similar research and pedagogical interests. The list is organized by date and time, and I have also included important caucus events and activities that I hope will encourage further collaboration among caucus members.

Thursday, April 3

9:30-10:30 a.m.—Open Meeting to Discuss Caucus Transition, Hilton Hotel, Murray Hill, Suite A.

11:30 a.m.-12:15 p.m.—Nancy Ackles: "Achieving Personal Fulfillment Through Career Transitions," (Panel Discussion), Hilton Hotel, Murray Hill Suite D.

12:00 - 1:30 p.m. - Gena Bennett, Meredith Bricker, and Anne Bruehler: "Using Corpora in the Classroom," (Electronic Village Mini-workshop), Electronic Village, Hilton Hotel.

2:00-2:45 p.m.—Ron Belisle: "Optimizing Writing Conferences Through Digital Audio

Recordings," Hilton Hotel, Hudson Suite.

3:00-3:45 p.m.—Meredith Bricker (and Dara Suchke): "Increasing Student Motivation in Intensive English Programs," Sheraton Hotel, Liberty Suite 5.

3:00-5:00 p.m.—CETC Open Business Meeting, Sheraton Hotel, Location TBA.

5:00-6:30 p.m.—Brad Baurain: "Where We Stand on Internationalism and Professionalism," (All-Caucus Colloquium), Sheraton Hotel, New York Ballroom East.

Friday, April 4

7:30-8:15 a.m.—Nancy Ackles: "Teaching in Materials-Starved Environments," Hilton Hotel, Trianon Ballroom.

9:30-10:15 a.m.—Nancy Ackles: "A Better Way to Present Tenses," Sheraton Hotel, Park Suite 3.

9:30-11:15 a.m.—Gena Bennett, Michael Pasquale, William Acton, Michael Lessard-Clouston, Yukako Yamamoto, Daniel Gingrich: "The Interface of Language and Faith," (CETC Colloquium), Hilton Hotel, Regent Parlor.

10:30-11:15 a.m.—Janice Penner: "Self-Publishing and Distributing Your Great Materials," Sheraton Hotel, Park Suite 2.

11:30 a.m.-12:15 p.m.—Gena Bennett, "The Value of Corpora for Materials Writing" (Discussion), Hilton Hotel, Murray Hill Suite A.

Noon-1:45 p.m.—Susan Anderson Kerr: "Using Art to Increase Reading Comprehension," (Poster Session), Sheraton Hotel, Lenox Ballroom.

4:00-5:45 p.m.—William Acton, Amanda Baker, and Mike Burri: "Haptic Approaches to English Intonation Instruction," Hilton Hotel, Petite Trianon.

Saturday, April 5

2:00-3:45 p.m.—Brad Baurain: "Evolving Trends in Classroom Practices," (Editors' Colloquium), Hilton Hotel, Sutton South.

3:00 p.m.—Brad Baurain: "Paradigms of Plagiarism," (InterSection Colloquium), Hilton Hotel, Trianon Ballroom.

Recent CETC Member Publications

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After the positive reception of a list of member publications last year, through the caucus e-list we again asked members to let us know about their recent publications in the form of books (student texts, professional, or academic), edited collections, or articles and reviews in journals, magazines, conference proceedings, newsletters, or edited volumes, so that we could publish another list. We are thus happy to share this one with you, so you can see some of the interests and activities of CETC members who chose to share this information with us. Where possible I've included a link so you may learn more about the work online. Thanks to all who have contributed to the field in this way!

Articles or Reviews

Baurain, B. (2007a). Small group multitasking in literature classes. *ELT Journal*, 61, 237-245.

Available at <http://eltj.oxfordjournals.org/cgi/reprint/61/3/237>

Baurain, B. (2007b). Christian witness and respect for persons. *Journal of Language, Identity, and Education*, 6, 201-219. (Available from the author.)

Bennett, G. (2007a). [Review of the books *Controversies in L2 Writing* by Christine Casanave and *Second Language Writing* by Ken Hyland]. *TESOL Quarterly*, 41, 203-206.

Bennett, G. (2007b). [Review of the book *From Corpus to Classroom: Language Use and Language Teaching* by O'Keefe, McCarthy, & Carter]. *HEIS News*, 27(2).

Available at http://www.tesol.org/s_tesol/article.asp?vid=130&DID=9196&sid=1&cid=672&iid=9183&nid=2746

Dormer, J. E. (2007) Relationships between native and non-native English-speaking teachers for missions. *Evangelical Missions Quarterly*, 43, 458-465. (Available from the author.)

Gao, X. (2006). English corners as emerging communities in China. *Independence*, 39, 12-15. (Available from the author.)

Gao, X. (2007a). Has language learning strategy research come to an end? A response to Tseng et al. (2006). *Applied Linguistics*, 28, 615-620. Available at <http://apliij.oxfordjournals.org/cgi/reprint/28/4/615>

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Gao, X (2007c). A tale of Blue Rain Café: A study on the online narrative construction about a community of English learners on the Chinese mainland. *System*, 35, 259-270. Available at <http://dx.doi.org/10.1016/j.system.2006.12.004>

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Lessard-Clouston, M. (2007b). SLA: What it offers ESL/EFL teachers. In G. Anderson & M. Kline (Eds.), *Proceedings of the CATESOL State Conference*, 2007. Orinda, CA: CATESOL. Available at <http://www.catesol.org/07Lessard-Clouston.pdf>

Lessard-Clouston, M. (2008). Strategies and success in technical vocabulary learning: Students' approaches in one academic context. *Indian Journal of Applied Linguistics*, 34, 31-63. (Available from the author.)

Snow, D. (2008). Sustaining self-directed language learning in the Chinese context. In J. Liu (Ed.), *English language teaching in China: New approaches, perspectives and standards*. London: Continuum.

Books/Edited Collections

Bennett, G. (Ed.). (2007a). *HEIS News*, 1(1). Available at http://www.tesol.org/s_tesol/sec_issue.asp?nid=2746&iid=8454&sid=1

Bennett, G. (Ed.). (2007b). *HEIS News*, 1(2). Available at http://www.tesol.org/s_tesol/sec_issue.asp?nid=2746&iid=10121&sid=1

Penner, J. G. T., & Friesen, J. (2007). *Celebrating culture through greeting cards*.

Vancouver, B.C.: AACE. (Photocopiable activities for low and upper beginner students, available from aacejgtp@telus.net.)

News From CETC

CETC Member Featured on TESOL's Web Site

CETC member Ayanna Cooper was recently featured in the TESOL Stories section of TESOL's Web site. You can read her story online at http://www.tesol.org/s_tesol/sec_document.asp?CID=20&DID=10308. She has also been selected to participate in the TESOL leadership mentoring program at the TESOL 2008 convention in New York city. Congratulations Ayanna!

CETC Colloquium at TESOL 2008 in New York: "The Interface of Language and Faith"

Colloquium abstract: The investigation of salient language features in specific genres has become a prominent and productive area of SLA research. This panel explores the interface of language and faith, including the language of worship and liturgy and the development of a "Christianese" vocabulary. Presentations and their abstracts are as follows:

Michael Pasquale: The Interface of Language and Faith in "Christian" Bilingualism: A Response to Pennycook & Makoni (2005)

Abstract: Pennycook & Makoni (2005) defined bilingualism that is "Christian" as between an indigenous language and a metropolitan language, such as English. My brief talk will challenge their argument that Christianity is at the foundation of these cases of bilingualism. The example of bilingualism in Peru between Quechua and Spanish will be shown to counter their claim that all cases of "Christian" bilingualism are "part of a conservative missionary agenda in which converting to Christianity was the inevitable process of being bilingual" (Pennycook & Makoni, 2005, p. 137).

Daniel Gingrich: English for Biblical and Theological Purposes (EBTP)

Abstract: A wealth of biblical and theological resources exist in English that are not found in many other languages of the world. As a subgroup of English for special purposes, EBTP can equip Christians from around the world to access these valuable resources. This presentation addresses the specialty of ESP that equips nonnative speakers to access theological resources found predominantly in English and to communicate in English as an international medium of exchange.

William Acton: ePISL: (Enthusiastic) Prayer in a Second Language

Abstract: This preliminary report reviews "data" from a brief, open-ended questionnaire first motivated by a comment about two decades ago by a recent convert, a nonnative English speaker, to the effect that she could communicate much better with Jesus in English than in Japanese, her native language.

Michael Lessard-Clouston: Language and Faith: The Influence of Christianity on English

Abstract: Drawing on the literature and a survey of English teachers, this presentation reports on views of the influence of Christianity on the English language. Relevant resources will be noted.

Yukako Yamamoto: Language for Sharing Faith

Abstract: This presentation raises the importance of learning words for sharing faith and prayer for EFL learners. I explain various difficult phrases according to my own experience in learning and teaching, and describe several teaching ideas concerning these practices.

CELT 2008 Conference at Nyack College

As previously noted, the 2008 Christians in English Language Teaching (CELT) Conference will take place on Wednesday April 2 and is being hosted by Nyack College at its Manhattan campus, just before TESOL 2008 in New York City. The theme is "Education With Vision." If you would like to volunteer for the conference,

please email conference chair Eleanor Pease at eleanor.pease@nyack.edu.

ESL Ministry Conference at Cornerstone University

Cornerstone University in Grand Rapids, Michigan, will hold its 7th annual ESL Ministry Conference on Saturday, April 19, 2008, offering workshops and sessions for church-based ESL work. Dr. David Livermore, author of *Serving With Eyes Wide Open*, will be the main speaker. For further information and registration, please visit http://www.cornerstone.edu/academics/tesl/esl_conf.

Visit and Contribute to CETC's Web Site

Web manager Frank Tuzi continues to welcome submissions for and visitors to the CETC Web site (<http://www.cetesol.org>). If you would like to contribute to or help with the site, please email Dr. Tuzi at webmaster@cetesol.org. We expect that the Web site will become even more important for communication and information as the caucus moves to forum status this summer.

Articles and Information

Films: A Linguistic, Cultural, and Spiritual Resource for ELT



Mary Shepard Wong, mwong@apu.edu

Editors' note: This article is based on a presentation made during the CETC Colloquium at the TESOL 2007 Convention in Seattle, Washington, on "Images of Christianity in the Media." We are delighted to be able to share it with you here.

As an ESL teacher and teacher educator, I have come to value films as a resource for English language teaching. In this article I would like to comment on how I have used movies as a linguistic, cultural, and spiritual resource in some of my classes.

Linguistic Resource

Most people would agree that films are a rich resource, especially a linguistic resource, for language teachers. In my first TESOL presentation 15 years ago, I explored how language teachers could use short clips from feature films as "text" to teach from. I recall explaining several techniques for how to show clips in class with and without subtitles or sound, and discussing an information gap activity in which the teacher shows a part of the film to half the class and another part to the other half and asks students to tell each other what they had missed. Whether I asked students to just notice how a particular structure was used or had them complete a cloze activity from the movie script, the focus was usually linguistic, and the film was treated simply as text, or a corpus of visual and audio data to notice, discuss, imitate, and reproduce (see Stempleski & Tomalin, 2001, for more ideas on using films in the classroom).

Later when I wrote an ESL textbook (Wong, 1998), I devoted an entire chapter to the language needed to write a movie review and discuss films. I wanted to actively engage students in language and culture learning and I found that when students could articulate why they liked a film, whether it was because it made them cry, think, feel, or see something in a new way, they were engaged in the language and not just "practicing English." I was no longer using the film as just text; the film was a context in which students could engage with ideas and stories that were larger than life, which went a bit deeper than the ubiquitous shopping/dating/finding-an-apartment dialogues found in typical ELT textbooks.

Cultural Resource

Later as a teacher educator, I focused more on the cultural and social aspects of films. I found films that exposed stereotypes and intolerance, hoping this would

heighten students' awareness and sensitivity to cultural difference. I selected feature films that I thought would help students see the world from another's perspective, such as *Amistad*, *The Mission*, and *X-Men*, and documentaries that would help explain intercultural issues, such as *Cold Water*, *The Color of Fear*, and the *Tale of O*. In numerous conference presentations and articles I have addressed the use of film in teaching intercultural communicative competence. I recommend Summerfield's (1993) *Crossing Cultures Through Film* for a rationale and further suggestions.

To help students analyze stereotypical representations in films, I ask the following questions (Quinlisk, 2003, p. 37) in an effort to guide students in an examination of how a particular group (ethnic, religious, social, economic, etc.) is portrayed in a film of their choice:

1. How are X portrayed physically? (e.g., clothing styles, attractiveness, age, gender)
2. How do they talk? (e.g., dialect, accent)
3. What do they talk about and with whom? (e.g., topics of conversation: serious, trivial)
4. What do they do and what are they shown doing? (e.g., professionally, for leisure)
5. To what extent are their actions meaningful to the plot?
6. What is their power or status level in their communities?
7. How is their lifestyle represented, and what do they possess?
8. Are their intercultural interactions positive, negative, or neutral?
9. What will their future be?
10. What emotions do they display?
11. What kinds of emotional responses do they evoke?
12. What are their values and how are they displayed?
13. How would you describe the moral code by which they live?
14. Overall, what stories about X as a culture are being cultivated through these images?
15. How do these cultivated stories of X compare to what you know from your own experience?

In my Intercultural Communication courses I provide a rationale for using and selecting films and a framework to design classroom film-based tasks and activities that focus on learning outcomes related to acquiring the awareness, knowledge, and skills needed for intercultural communicative competence. Graduate students select a film, which focuses on a subculture in the United States such as Mexican Americans or Native Americans, and design a series of activities around that film that could help their ESL learners to learn more about this subculture. Feature films we use in this course included *Smoke Signals*, *The Long Walk Home*, *Lone Star*, *Real Women Have Curves*, *The Joy Luck Club*, *Children of a Lesser God*, *What's Cooking*, and *Bend It Like Beckham*, among others. See the template adapted from Summerfield and Lee (2001) in Appendix A at the end of this article for suggestions of activities, and Zeigler's (2000) *Film and Video Resources for International and Educational Exchange* for a list of films that may be useful.

Spiritual Resource

Because I teach at a private Christian college, I am encouraged to consider how faith impacts teaching. I look for ways to encourage my graduate students, Christian and non-Christian, to consider the spiritual nature of their teaching. In the teaching practicum course, I use clips from *Dead Poets Society*, *Mr. Holland's Opus*, *Mona Lisa Smile*, *The Emperor's Club*, *Stand and Deliver*, *Chariots of Fire*, and *Not One Less* to help students reflect upon their vocation or calling as teachers and ask them to consider what they want their legacy to be. Each clip is chosen to help teachers reflect on a particular aspect of teaching, whether it is why they teach, how they teach, or who they teach.

Though I have asked my ESL students to critique the films that have static, negative, limited, and demeaning depictions of the people, languages, and religions my students represent, as a member of the dominant White culture, which has been guilty of providing stereotypical images of the other, I don't spend too much time defending negative images of my culture, language, or religion. Instead, I first ask, What can I learn from the harsh rendering of protestant Christianity in films? How much of it rings true, and what parts are justified? If this is an exaggerated

rendering or a one-sided portrayal, I consider what example I might suggest to present a more complex view. I have recently written pages of questions for the film *Jesus Camp* to help Christians respond to what they see in that film about themselves and how Evangelicals are viewed by others. An area that I would like to explore further is the images of missionaries or pastors in films. *Amazing Grace, The End of the Spear, Beyond the Gates of Splendor, The Black Robe, Chariots of Fire, Luther, The Mission, Mother Teresa, and At Play in the Fields of the Lord* are films about missionaries that could be examined.

Conclusion

There are a number of good resources online and in print to help teachers use films as a linguistic, cultural, and spiritual resource for their classes. My favorite three are Christianity Today's Movie Web site, The Internet Movie Database, and Summerfield and Lee (2001). I hope you will explore the lists of these and other resources in Appendices B and C below, and add to them as you locate other books and Web sites that you find helpful.

Mary Shepard Wong is a former chair of CETC and currently serves on TESOL's Caucus Leadership Council. She is an associate professor and director of the graduate field-based TESOL programs at Azusa Pacific University in Azusa, California, USA.

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Appendix A: A Template for Using Films in an ESL/EFL Classroom

Adapted from Summerfield and Lee's (2001) *Seeing the Big Picture*. (From Wong, 2004, p. 11)

Two-Week Template for Using Film in an ESL/EFL Class			
<i>Developed for intermediate adult learners; 12 hour in-class work over eight 1 1/2-hour classes</i>			
	Materials Needed	In-Class Activities	Homework Assignments
Week 1 Day 1	<ul style="list-style-type: none"> Prompt related to issue in film 3-10 pages of vital historical background 	<ul style="list-style-type: none"> Freewrite and discuss response to prompt Preview vocabulary and concepts in reading assignment 	<ul style="list-style-type: none"> Read and respond in film notebook to vital historical background information provided on issues of film
Day 2	<ul style="list-style-type: none"> List and description of characters and locations in film 3 Web sites 	<ul style="list-style-type: none"> Discuss questions and reaction to background reading Preview characters and locations descriptions 	<ul style="list-style-type: none"> Find the 3 Web sites listed to see what information is provided on the film and respond briefly in film notebook
Day 3	<ul style="list-style-type: none"> Selected linguistic or culturally focused clip and 2 related exercises 	<ul style="list-style-type: none"> Discuss Web site search View clips and have students complete a linguistic or culturally focused exercise 	<ul style="list-style-type: none"> Homework on selected linguistic or culturally focused exercise in film
		<ul style="list-style-type: none"> Present questions 	

Day 4	<ul style="list-style-type: none"> • 3-5 discussion questions for first half of film (for in-class) • 3-5 discussion questions for second half (for homework) 	<p>for students to answer after viewing first half of the film (stop at climax)</p> <ul style="list-style-type: none"> • Discuss questions related to first half of the film 	<ul style="list-style-type: none"> • Watch the entire film (or just the second half) over the weekend and write your own questions and reactions to discussion questions in film notebook
Week 2 Day 1	<ul style="list-style-type: none"> • 2 film reviews • 10-12 definitions of selected vocabulary in film reviews 	<ul style="list-style-type: none"> • Small-group and whole-class sharing of discussion questions • Preview vocabulary in film reviews 	<ul style="list-style-type: none"> • Read and respond to two film reviews in film notebook
Day 2	<ul style="list-style-type: none"> • Description of 3 group projects & steps to complete them (interviews, field trips, research, related viewing, etc.) 	<ul style="list-style-type: none"> • Discuss film reviews • Discuss projects and have students select their project and group 	<ul style="list-style-type: none"> • Meet with group and begin project: record reflections and findings in film notebook
Day 3	<ul style="list-style-type: none"> • Bibliography and resources for students 	<ul style="list-style-type: none"> • Meet with group in class and continue to work on project 	<ul style="list-style-type: none"> • Continue work on group project and prepare 10- to 15-min. oral group report
Day 4	<ul style="list-style-type: none"> • Criteria of oral reports evaluation 	<ul style="list-style-type: none"> • 4-6 group oral reports 	

Appendix B: Resource Books for Christian Teachers Using Films in the Classroom

(The "about this title" descriptions below are reproduced from Web sites promoting them.)

Finding God in the Movies: 33 Films of Reel Faith by Catherine M. Barsotti and Dr. Robert K. Johnston. About this title: Recognizing that Christians go to the movies, the authors present a unique resource to help believers engage in and enjoy films of faith. Includes information for understanding and discerning the Christian message relevant to 33 recent movies now available in video or DVD formats.

Reel Spirituality: Theology and Film in Dialogue by Dr. Robert K. Johnston. About this title: In view of the increasingly powerful role that movies play in cultural dialogue, Johnston has written a book to guide Christian moviegoers into a theological analysis of and conversation with film. Intended for use in the college and seminary classroom, "Reel Spirituality" helps Christians interpret movies through the eyes of faith. It provides the theological underpinnings for this art form and fosters both dialogue and discipleship.

Videos That Teach 1-4: Teachable Movie Moments From 75 Modern Film Classics by Doug Fields and Eddie James. About this title: Lists of teachable video clips from over 100 movie titles, indexed by topic and Scripture, provide the framework of this powerful tool for anyone who works with teenagers or adults.

Hollywood Worldviews: Watching Films With Wisdom and Discernment by Brian Godawa. About this title: Award-winning screenwriter Brian Godawa guides you through the place of redemption in film, the tricks screenwriters use to communicate their messages, and the mental and spiritual discipline required for watching movies.

Finding Faith at the Movies by Barbara Mraz. About this title: A user-friendly guidebook to using film in Christian education.

Reel to Real: Making the Most of Movies With Youth (Vol. 3, No. 2) by Abingdon Press (Creator). About this title: Teenagers spend more time watching movies than they do in any other recreational activity. With this popular resource, youth leaders can present the foundations of Christian faith through a medium and teaching tool that teenagers know and love—the movies.

ReViewing the Movies: A Christian Response to Contemporary Film by Peter Fraser and Vernon Edwin Neal. About this title: Two experts in film offer practical help on understanding and evaluating movies from a distinctly Christian worldview. They discuss the traditional Christian approach toward movies, then suggest one that is informed and proactive. They also explain how a film is created, what the story line means for relative effectiveness, and how films impact adults and children.

Appendix C: Internet Resources for Using Films in Teaching

Christianity Today	http://www.christianitytoday.com/movies
English Learner Movie Guides	http://www.eslnotes.com/synopses.html
Documentary Educational Resources	http://www.der.org/films/index-by-subject.html
The Internet Movie Database	http://www.imdb.com
Intercultural Press	http://www.interculturalpress.com
The Multicultural Pavilion	http://www.edchange.org/transformations/dvd.html
Intercultural Communication Institute	http://www.intercultural.org/resources
Facets DVD Catalog	http://www.facets.org
UC Center for Independent Media	http://www-cmil.unex.berkeley.edu/media
Multicultural Books and Videos	http://www.multiculturalbooksandvideos.com
New Day Films	http://newday.com
Teacher's Media Company	http://www.teachersmediacompany.com
Insight Media	http://www.insight-media.com/IMHome.htm
Global Film Network Inc.	http://www.globalfilmnetwork.net

Not in Kansas Anymore: Contrasts and Influence in Indonesia



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Okay, a couple of disclaimers to start. First, I'm not actually from Kansas, but *Indiana* wouldn't conjure up the "other world" point of my title. Second, I realize that readers of this newsletter are all over the world—some even in Indonesia. But I doubt that there are any CETC readers within about 50 million people of where I sit, and that is the contrast that I'm going for.

I have worked for 6 years in Indonesia as an educator, and daily experience frustration at the enormity of what needs to be done here and the lack of people to do it. However, I also experience a sense of satisfaction that may be hard to rival elsewhere, as I am often in the frontline position of bringing "new" educational ideas to schools and teachers. This article is based on my own experience, with its diversity and limitations. It is an effort to highlight some of the struggles that I have faced, which I imagine could be echoed by TESOL educators who work in other underdeveloped situations. I first describe three contrasts that I see between TESOL work in developed and underdeveloped contexts. Then I address the issue of Christian service within such contexts, in an attempt to perhaps raise our collective consciousness as Christian educators as to how we may be able to help.

Specialist versus Generalist

As I sit here in Indonesia, like many of my colleagues in TESOL education in North America¹ I am swamped with end-of-year tasks. But there the similarity ends. Back "home," educators are likely wading through papers and projects that have something to do with TESOL, linguistics, or a related field. In contrast, my to-do piles include a stack of books to read in preparing a course on K-12 school improvement; papers to grade from a recent course on curriculum development for 30 teachers from every imaginable content area and age level; and notes and Internet articles on the topic of seminary education, in preparation for a training seminar for seminary professors. This is all in addition to my "real" work: developing and running a master of education program with an emphasis on foreign language education.

While those in developed countries are busy specializing in areas within TESOL, which one must do to stay ahead of the game amidst the proliferation of research in

TESOL, I must head in the other direction, becoming ever more of a generalist. I accept diverse speaking and teaching invitations, simply because I know that no one around is really qualified to give them. So, I spend endless hours researching outside my field of TESOL, in other areas of education. I attempt to meet local needs as best I can, though this use of my time does not bode well for my prospects for developing a specialization and getting published.

Vast versus Sparse Resources

Another contrast is the availability of resources. Almost daily here I must deal with issues stemming from our lack of material, financial, and human resources. Most professional books are not readily available in Indonesia. Even when books are locally available, what teacher earning \$100 a month can afford a \$30 book? Our students need access to professional journals, but we can't afford them. Our MED students pay \$300 per year for our program and still many require a 50% discount. This doesn't give us a lot of extra funds to build up our library. And Indonesia is not on the list of "underdeveloped" countries qualifying for reduced rates for online academic journals. How can teachers here read widely in their field, let alone ever have a hope of publishing for a larger audience?

The dearth of *human* resources is probably the most troublesome. Though there are a few local TESOL degree programs,² they often suffer from the same ills affecting higher education in general in this country: minimally qualified instructors, corruption in higher education, and transmission approaches to education. The quality of education received in such programs is unpredictable at best. Our MED program runs on faith alone: I have yet to find local instructors qualified and willing to deliver our courses, and must bring in foreign professionals who are willing to teach short intensive courses as volunteers.

Quality versus Quantity

It is perhaps ironic that in a country where *everyone* studies English as a foreign language, many for 4 to 5 years in both public and private settings, there has not been better development of the field of TESOL. English schools are abundant, and within the past 10 years great numbers of private "international" schools have sprung up, often started by Christian groups, which provide K-12 education either partially or fully through the medium of English. And yet when I visit these schools it is not uncommon to discover that few on staff, including the leadership, have any background in education. When private schools are looking for teachers, their primary concern is finding bright young people who speak English. Such young people are usually graduates in economics, computers, or business—not education. Education is a "fall-back" career choice here; if you can't get into any better program, you become a teacher. It is even rarer to find someone on staff who knows a lot about foreign language acquisition, much less the nature of foreign language learning in a language immersion school setting. Few people have any formal understanding of how children acquire foreign languages, and schools simply provide what equally ignorant parents demand: full instruction in English, lots of homework and paperwork, and at least one White face on staff—and usually any White face will do.

My first job is usually to convince people that there is indeed a field of study on foreign language acquisition, and that their school would be better off if they knew something about it. Ironically, I often find myself trying to convince local school leaders to include Indonesian as a medium of instruction for some subjects, and to provide training for their teachers in both education and language immersion. I am often in the difficult position of being the one to point out that the "English immersion" that children are receiving is really immersion in an error-ridden version of English, common among vast numbers of Indonesian English teachers.

In sum, life and work in these circumstances is not easy.

Christian Influence

Many Christian foreign workers are in this country teaching English.³ But though some have taken short certificate courses, very few have degrees or extensive training in TESOL, and I have not yet met any other foreigner in my small province of 35 million who would identify with the label "TESOL Professional." What about local Indonesians? Though I work with many dedicated Christian Indonesian English

teachers, most of these enter our programs and courses with no prior training in TESOL, and many were previously not even aware of the need for such training.

Disjuncture Between U.S. Training and Indonesian Reality

I was excited a year or so ago when I was asked to supervise the internship of an Indonesian student enrolled in an MA TESOL program in a large, well-respected Christian university in the United States. She completed her internship in a local school here in Indonesia, went back to the United States to graduate, and then returned to Indonesia. But much to my dismay, she is now working in her parents' business and is not teaching English. She says she doesn't really feel prepared to teach English here. Though part of this may stem from a cultural tendency to acquire a degree primarily for status rather than for use, I suspect it also has something to do with a disjuncture between typical MA TESOL program content in the West and the realities of English teaching here in Indonesia. In the mind of this graduate, the two have very little in common. I have not lost hope for her yet, however. I have been asked to develop a program to increase the English proficiency of teachers in a Christian bilingual school. Because it is run by this young woman's church, I have asked her to assist me and to take over the class when I go on furlough.

I have worked with a few Americans here, as well, who had acquired certificate-level TESOL training in North American Christian universities. As I meet and talk with them in their real teaching settings, they often speak of skills needed here that were not a part of their training. Such skills might include teaching children, teaching grammar, or teaching in limited-resource contexts. How can we better prepare English teachers for contexts like Indonesia? In the case of the Indonesian MA graduate, hopefully the mentorship experience will help her see how her American MA degree does provide a good foundation for teaching English in Indonesia. But could anything have been done differently in her MA program to help her return to Indonesia with that perspective in the first place? And can certificate-level programs provide opportunities for teachers with particular overseas destinations to hone in on skills that will be essential for them?

Many Educated, but Few Going

I hope I have shown the need for qualified teachers and teacher educators here. There are many well-respected Christian TESOL education programs in North America. Why are more graduates of these programs not showing up to serve in underdeveloped parts of the world? Do they not know about the needs? Do they not see TESOL as ministry? Are they not prepared for the financial challenges? I am at times baffled by the fact that the bigger and better and more professional our Christian university TESOL programs become, the more difficult it seems to be to interest newly minted TESOL professionals in going where they are so needed and could have such an impact through Christian service. Research in missions has shown the training of workers from underdeveloped countries in the United States to sometimes be counterproductive, in that such "nationals" may then be unprepared to return to ministry in their own countries. Could we be seeing a similar problem emerge among Western-trained TESOL professionals? Would field-training programs in real EFL contexts be better?

The Role of a Christian TESOL Professional Organization

Will the contrasts that I have highlighted here become even more pronounced when we are no longer a caucus? Perhaps now is a crucial time to consider what we want to accomplish as Christian TESOL professionals in a major international organization. Do we want to be more effective in bridging the gaps that I have highlighted? Can we become more intentional in reaching out to English teachers in countries like Indonesia with resources and expertise?

It was a tremendous blessing when four of the teachers in our MEd program received scholarships to attend the CELT conference in Thailand in 2006. Only one had ever been outside Indonesia, and none had ever been to a professional conference. All four teachers now speak of that trip as a turning point—a time when they began to view themselves as professionals. I hope we will make an effort to continue to provide both regional conferences and scholarships for teachers from underdeveloped countries. In light of the financial limitations involved in such endeavors, I hope we will also look for low-cost ways to provide resources for a larger number of teachers. The Christian English teachers that I know in Indonesia

would be thrilled, for instance, to have some kind of membership status in a Christian TESOL organization, and be eligible to receive a newsletter like this one.

Many of the Indonesian teachers that I know are dealing with multiple challenges that would be a strain on *anyone*: having to teach content through the medium of English despite having limited English skills, having little or no training in any kind of education, and getting very low pay, to name just a few. Paulina, one such teacher who has recently joined our MEd program, wrote me this e-mail:

Dear Jan, I found my self know nothing about education. I have spent 5 years of teaching, and even become a grade leader, but there are still a lot of things to be learnt. I realize, I am far from the expectation to become good educator. I read the news about Human Development Index that has been published by UNDP, Indonesia is on very low level. I feel desperation. Will I make an impact? Is it too big to dream? I become a frustration teacher then.

Can we, Christian professionals in TESOL, do anything to support our colleagues and lessen the frustration of teachers like Paulina? Whatever direction we go, I hope we will try. Please feel free to contact me with ideas and suggestions or offers to help address some of the challenges I that I have noted.

Notes

¹ My apologies to those in other parts of the world for using "North America" as the "developed world" part of this comparison. I do so because this is the context with which I am familiar.

² Indonesia does have a few good TESOL programs, mostly located in major cities. However, in light of its population of 260 million and the fact that nearly everyone studies English at some point, the average Indonesian is much more likely to be taught by poorly rather than by well-qualified English teachers.

³ The majority of those in this category are working hard to do the best job they can with what they know. Many are self-taught, and several have enrolled in courses that I teach, overjoyed that such training is available locally. I have never yet met a person who did not care about providing quality English instruction even though he or she may have additional ministry goals.

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Critical Discourse Analysis: Some Constructive Criticism



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In recent years we have heard more and more about critical discourse analysis (CDA) and its use in education (see, e.g., Rogers, 2005). Although many people have set out to critique the flawed practice and conclusions of CDA, very few have targeted their critique at its presuppositions and ethics, or its broader implications as a general ideology. In an admittedly limited way, that is in essence what I aim to do in this article.

Many critics seem to be distracted by the political goals that are claimed to unite CDA, which are noted in the following definition: "the critique of the hegemonic discourses and genres that effect, legitimize, and maintain inequalities, injustices, and oppression in contemporary society" (van Leeuwen, 2006, p. 291). However, I believe there is a failure to recognize that even a goal must be guided by certain ethics and presuppositions, lest participants be divided in achieving it. Though I am aware that proponents of CDA are not a homogeneous group, in this article I offer

some constructive criticism for discerning its common underpinnings.

Such a critique is important because it is upon these foundations that all its practice and conclusions are based. Starting points affect endpoints; theory guides practice. Doubtlessly, theoretical flaws are producing methodical ones (Gee, 1999, pp. 5-6). I will not discuss possible objections to CDA's practices and conclusions, other than to say that many are merely creative descriptions of presuppositions uncritically coloring, or even misplacing, interpretation, because plenty of ink has been devoted to these matters (e.g., Antaki, Billig, Edwards, & Potter, 2003; Burman, 2004; Seidlhofer, 2003; Stubbs, 1997; Widdowson, 1998, 2003a, 2003b, 2004). In CDA, I believe that not merely the analysis but also what precedes it is awry. Moreover, examining the underpinnings will reveal whether CDA is academic study or theoretical speculation (Jones, 2007). All academic fields make foundational truth claims, whether they know it or not, but within CDA critical self-evaluation of its foundation is lacking (Burman, 2004; van Leeuwen, 2006). CDA is a contradictory discipline that lays low its ethics (intentionally or not), assumes its presuppositions, and demands that others cast votes on its faulty conclusions. The result is "under-analysis through taking sides" to enlist "co-sympathizers or co-scolders," though many may not be able to discern such abstract undergirding presumptions (Antaki et al., 2003, pp. 4-5). Much of CDA has become proselytization toward its own hegemonic worldview, ideology, and discourse, excluding those who cannot pass the threshold of common beliefs about language and the world, eclectic though they are. Below, I deliberate what I perceive to be some of CDA's most salient ethics and presuppositions, and then I formulate objections to them.

CDA's Ethics and Presuppositions

1. ***Though CDA's origins are Marxist, it retains a moral standard for pinpointing injustice*** (Seidlhofer, 2003). Proponents of CDA can counteract oppression and aid the oppressed only after diagnosing what standards, ethical or otherwise, are being broken. In essence, it seems to have preserved intuitive remnants of some eclectic moral standard, however tweaked. I believe that CDA's ethical standard is a partial remnant of humanity's divinely implanted conscience (see Romans 2:14-16). CDA is a misguided messiah-complex that unintentionally longs for and preempts the true Messiah (Luke 4:17b-18). Proof of deliverance is in what one delivers the oppressed from and to. Though CDA's desires should be applauded, presently it is a messianic imitation that cannot deliver the oppressed.

2. ***Language always involves dynamics of power.*** Though there is biblical precedence for language's innate power that should inspire future analytical studies (especially in the spiritual realm), the inherent power of language as represented by scripture diverges from CDA's approach, which more closely resembles a self-appointed linguistic bomb squad that anxiously attempts to dismantle the mal-intent of every speech act (Toolan, 2003). As Clark (2007) stated, CDA "investigates the structures of power that underlie all acts of speech and writing, and is therefore concerned with the politics of language" (p. 137). Gee (1999) noted that language is "always political"; however, this is merely assumed in the first pages of his introduction to CDA theory and methods (p. 1). According to Hammersley (1997, pp. 244-245), CDA "often involves the adoption of a macro-sociological theory in which there are only two parties—the oppressors and the oppressed—and only one relationship between them: dominance." Indeed language is powerful, but to limit language to this purpose is not just simplistic, but boring! Consider self-talk, worship, poetry, songs, an encouraging word, jokes, short stories—most of which are often harmless, fun, or uplifting, but not necessarily politically loaded, impregnated with power, and dominance-driven.

3. ***Power is inherently evil.*** This can be reasonably concluded as a main tenet of CDA. Kress (1996) stated,

The intention has been to bring a system of excessive inequalities of power into crisis by uncovering its workings and effects through the analysis of potential cultural objects—texts—and thereby to help in achieving a more equitable social order. (p. 15)

According to CDA, the inequalities of power are the "evil." Widdowson (1998) buttressed the idea that it is a moral pursuit:

What is most plainly distinctive about critical discourse analysis . . . is its sense of *responsibility and its commitment to social justice*. This is linguistics with a conscience and a cause, one which seeks to reveal how language is used and abused in the *exercise of power* and the suppression of human rights. In a grossly unequal world where the poor and the oppressed are subject to discrimination and exploitation such a cause is obviously a *just and urgent one* which warrants support. (p. 136, italics mine)

Making moral claims about justice assumes that advocates of CDA have a polarized standard of ethics, whereas calling inequalities of power "unjust" implies that such inequalities are evil.

4. Language is used deterministically. From the Sapir-Whorf hypothesis arose the idea of linguistic determinism and the more moderate form of "linguistic relativism . . . which underlies CDA" (Clark, 2007, p. 144). Sapir's notion that "once the language habits of a group have been fixed, then its speakers are at their mercy" does not sound much different from "the ideational, interpersonal, and textual functions [of language that] are constrained by social and cultural practices, rather than being a matter of personal choice" (Clark, 2007, pp. 143, 146). CDA's presupposition is similarly understood by Widdowson (2003b), who qualifies it:

I do not mean to suggest that [people who interact] are free agents to do what they will. They are constrained by established conventions and regulations, and restrictions are set on their initiative. But they are not absolutely controlled by them: there is always room for manoeuvre. That is our salvation. (p. 153)

This very inconsistency has led many to be confused about where CDA actually stands on determinacy versus agency (Stubbs, 1997). Such lack of free will also brings us to another complication. Logically following linguistic determinism is the presupposition that *individuals are homogeneous in character*: people necessarily speak out of who they inherently are because they are uniform in character. Yet individuals and communities are multidimensional, often holding diverse, if not contradictory views, not to mention divergences from the worldviews of their own cultures or members (Widdowson, 2003b). Widdowson (2003b) rightly stated, "I do not believe that individuals simply act out social roles. . . . To think of individuals as if they were representative of such groups, as tokens of the type, is to deal in stereotypical constructs, well defined social categories"; however, the "concept of . . . homogeneous groups with uniform discursive practices is well suited to [CDA's] image of the hegemonic struggle" (pp. 153, 163).

5. Knowledge saves the oppressed by exposing the oppressive. CDA is employed to unravel the sources of linguistic inequality "to show how [it] is done, . . . to spread awareness of this aspect of language use in society, and to argue explicitly for change on the basis of its findings" (van Leeuwen, 2006, p. 290). The Marxist theories upon which CDA was founded are ones in which class struggle "is a common and persistent feature of society, rather than a temporary disorder," during which the upper class wields control by a "set of dominant ideas promulgated by the ruling class, . . . hid[ing] from all other members of society the fact that they are being exploited and oppressed" (Clark, 2007, pp. 138-139). Therefore, disclosure of controlling forces is the only means of emancipating the oppressed lower classes.

Implications

1. If language always involves power, and power is inherently evil, then language is also an evil human faculty. However, things are not evil; the heart is (see Jeremiah 17:9). Scripture actually proposes a high view of anthropology, because the present condition of the human heart only shows how far we have unnaturally strayed from God's image in us (Genesis 1:26-27). It is good that CDA exposes this divergence between who we are and who we should be, being accounted for by our use of language; it diagnoses our problem. The fact that we use language as a weapon shows our own fallenness, and therefore language's fallenness.

2. The problem with power is that it needs to shift hands. Nothing inherent in

the action of shifting hands can change the presumed nature of power from evil to good. Because language use is inherently a power play, and CDA uses language to gain power, then the discipline is an attempt to tip the scales in its own favor, disarming others' use of language, to push its own ethics and agendas. At the least, the values war being waged is a statement of their ethics and presuppositions being superior to others', because there is never an absence of an agenda in a values war, only a matter of which one wields the most power and which ones wish theirs did. Ideally, the best, most accurate worldview should win.

3. ***If CDA is attempting to gain power*** (evil ends) ***through language*** (evil means), ***then it too is an evil discipline.***

4. Therefore, ***CDA's use of evil means (language and power) for the elimination of evil cannot realize its ultimate goal.*** Evil means and ends would logically make CDA a progressively evil pursuit, advancing more evil without bringing about the good ends that it purports to seek.

5. If people are homogeneous groups of individuals, predestined to use and interpret language in their own evil, discourse-driven ways, ***then even CDA is not able to overcome its own biases in analyses*** (see Antaki et al., 2003, p. 5; Stubbs, 1997). If there is no linguistic free will, there is neither culpability, self-reflection, nor capacity for change—all people are victims of themselves. If one assumes that change cannot be accomplished in or by individuals, exposing oppression is self-defeating and cannot achieve CDA's ultimate aims. Analysts are precluded from being able to definitively or objectively know their subjects' points of view, so studies are irredeemably destined to be biased analyses and there is an inability for objective self-examination (Widdowson, 2003b, p. 155). However, if CDA hinges on linguistic relativism, then how can the analyst draw definitive conclusions about what is determined by an individual's ideology?

6. ***Knowledge saves the oppressed by exposing the language of the oppressive.*** Herein, the discreteness of the oppressor's presuppositions perpetuates power dynamics in relationships (Clark, 2007). However, often evil persists despite being exposed, showing that knowledge is not the only means of, nor does it result necessarily result in, action. Only the proper use of knowledge (in action) equates with wisdom or brings deep change. Also, knowledge may in fact cause greater oppression, suggested Clark and Ivanic (1997):

Raising awareness of the empowering and disempowering characteristics of discourses can have the opposite of the intended effect, giving people tools with which to linguistically abuse or oppress others. (p. 224)

At most, revealing oppressive uses of language only temporarily disarms an opponent.

So, can CDA be redeemed?

Some common opinions are that CDA "seems to function as an umbrella for any approach that wishes to portray itself as politically radical without being exclusive in its commitments . . . what could legitimately shelter under this umbrella is very diverse" (Hammersley, 1997, p. 244). Also, according to Fairclough (2003), "a CDA of the right is quite conceivable, directed for instance at left-wing or feminist texts" (p. 148). Various approaches may be conceivable, but I think they are lacking because CDA's faulty underpinnings debar objectors from participation in this discipline (unless they are attempting to beat CDA at its own game), because working within such grids becomes counterintuitive and counterproductive.

People second-naturedly live out their presuppositions of the world. Unfortunately and ironically, CDA's starting points have become self-fulfilling endpoints, thus pointing out and condemning its own faults in others (see Matthew 7:1-5; Hellerman, 2001, pp. 216-221), guiding it (somewhat deterministically) to view people (and itself) as monolithic without the ability to self-examine or change; constantly abuse language for the purposes of political power; grope for power in the hopes that its nature can be changed; attain and proclaim knowledge in hopes that it will save; and accuse others of veiling their own intents and presuppositions without

seeking confirmation that should govern analysis.

As I see it, the options left for CDA advocates are to own up to the implications of its underpinnings and alter them, which would be preferable and would promote dialogue with researchers who cannot (and should not have to) constrain or conform their analysis accordingly. The only other option I see is to reveal such disguised presuppositions and ethics outright before such an analysis begins.

Judeo-Christian Underpinnings

Below I propose what I believe are constructive ethics and presuppositions based on biblical views of morality, language, power, free agency, identity, and salvation, in contrast to those I have criticized within CDA above.

1. Evil is what fails to morally harmonize with the nature of the Judeo-Christian God.
2. Language is inherently neutral; it can be used to bless or to curse but is not limited to these two functions. Justice must be done to its creative functions and abilities. As a result of the fall, language must be transformed from use to use that is or can be redeemed. It is fatalistically viewed as beyond grace and redemption only because human nature is also seen this way.
3. Power is inherently neutral; it can be used for good or misused for evil. Political authorities are God-ordained, whether evil or not, but superseded by God's moral standard (Romans 13).
4. All people exercise free will, especially in their use of language, as a gift from God. People do not merely speak in deterministic conformity to who they are individually or corporately. Humanity's mangled nature can be progressively unbent, restored, and redeemed, resulting in edifying language through positive linguistic relativism—a fascinating future study (Ezekiel 11:19; 36:26; Russell, 1994).
5. Identity is complex, is multifaceted, and can be chosen to some extent.
6. Knowledge does not save and education alone does not transform humanity. A *saving knowledge* of Jesus Christ is the only hope of emancipating and redeeming humanity and, by extension, language. CDA's theory of *knowledge saving* rather than *saving knowledge* cannot be reformed without the realization that it is not a lack of the former that is keeping people from oppression, manipulation, and evil. In essence, the heart of the matter is a matter of the heart.

Without a diagnosis of sin as the real problem, the longing for a true messiah will never end. Despite whether language is used according to linguistic determinism or relativism, the transformation of human nature is the only hope of emancipation for the oppressed and the oppressor. Without a Messiah to enact change, humanity is surely doomed to tyranny *and* oppression. Yet how can CDA recognize this if the nature of language is such that it can convey only oppression and tyranny, and not also good news?

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Education With Vision: CELT 2008 in New York City



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As previously announced, Nyack College will host the 2008 CELT (Christians in English Language Teaching) Conference on Wednesday, April 2, at its New York City location, 361 Broadway in lower Manhattan, just blocks from Ground Zero. The conference theme is "Education with Vision" and we hope you will join us!

The conference offers English and foreign language teachers dynamic plenary sessions, workshops, networking, and informative exhibits. Adjournment will allow time to attend the opening plenary session of the

2008 TESOL Convention.

In addition to elective sessions, there will be two plenaries. The first speaker is Dr. Zoltan Dornyei, of Nottingham University, who is internationally known for his many research-oriented and pedagogical ELT publications, including seminal work in psycholinguistics, especially on motivation. Among his books are *Motivational Strategies in the Language Classroom* (Cambridge University Press, 2001) and *Research Methods in Applied Linguistics* (Oxford University Press, 2007). The second plenary speaker is Lavinia A'Costa, ESL coordinator at the Downtown Learning Center of the Brooklyn Tabernacle in New York. She is a dynamic, bold, and innovative speaker and educator with a vision. Lavinia is gifted and led by the Spirit to work with adult English language learners. Her program recruits volunteers who receive training in a tuition-free program at Nyack College, and Lavinia and her volunteer staff serve more than 80 students.

Don't forget to register for CELT 2008. For more details on how to do so, along with continuing updates, follow the CETC e-list and visit the Christians in English Language Teaching wiki at <http://christiansineltconferences.pbwiki.com> (password: celt). For further information please contact Eleanor Pease at 845-675-4549, eleanor.pease@nyack.edu, or 1 S. Blvd, Nyack, NY 10960.

Please note that Christians in English Language Teaching, though international, has no connection with the international TESOL organization.

Dr. Eleanor J. Pease is chair of the TESOL Department of Nyack College in Nyack, New York. She spent many years in Japan, served as chair of CETC last year, and continues on the leadership team as past chair of the caucus for 2007-08.

The CETC Bibliography Project

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Editors' note: We are grateful to Mary Wong for compiling this list of publications relevant to Christianity and ELT. In some cases the sources here are available online, and the URL is included. Many of the entries are articles from the CETC Newsletter. Prior to Vol. 7 (2004), when it began to be published electronically, issues of the newsletter appeared in print. Thus some of the early CETC Newsletter references include page numbers, whereas later ones published online do not. TESOL members who sign in at <http://www.tesol.org> may access archives beginning with Vol. 6, No. 3 (October 2003) by clicking on Publications > Community Newsletters > CETC Newsletter. Some earlier issues or articles have also been archived on the caucus Web site at <http://www.cetesol.org/> (click on "Newsletters"). As the caucus transitions to a forum later this year, we hope to have most of the issues on the caucus Web site.

Over the past 3 years I have been involved in coediting a book with Suresh Canagarajah that seeks to engage TESOL professionals in a dialogue on issues of spirituality and ELT. The volume has grown to include 34 contributors whose spiritual identities include atheist, spiritualist, Christian, Buddhist, Muslim, and Jewish, and is finally being reviewed for publication. In the process of working on this collection, I have come across several articles that discuss faith beliefs and ELT and I wanted to compile a bibliography for the CETC membership. Not all the articles and books here are written from a Christian perspective, but they are in some way related to pedagogy and spirituality. This bibliography is a work in progress, and we welcome suggestions for more entries. In addition to adding to this we hope to develop it into an annotated list, with members contributing a few sentences describing each entry. Finally, I would like to thank my graduate student, Ami Osawa, who helped to edit and compile the many lists of books and articles for this project.

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[Book Review: Instructional Strategies for Teaching Content Vocabulary, Grades 4-12](#)



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Harmon, J. M., Wood, K. D., & Hedrick, W. B. (2006). *Instructional strategies for teaching content vocabulary, grades 4-12*. Newark, DE: International Reading Association. x + 149 pp. US\$24.

Instructional Strategies for Teaching Content Vocabulary, Grades 4-12 is a practical reference tool for middle and secondary school teachers who wish to use creative and effective strategies for teaching content vocabulary. This book offers over 40 research-based, concise, ready-to-use vocabulary teaching and learning strategies that skillfully address specific aspects of vocabulary and focus on developing receptive and productive knowledge in English language learners.

Summary

In this book Janis Harmon (of the University of Texas, San Antonio), Karen Wood (University of North Carolina, Charlotte), and Wanda Hedrick (University of North

Florida, Jacksonville) introduce five specific aspects of teaching and learning content vocabulary through instructional strategies that they have created or adapted from various resources provided in their reference list. The features of word learning addressed are "integration, clarification, identification, linguistic attention, and meta-cognition" (p. 3). Strategic instruction through integration focuses on teaching words relative to other words, whereas clarification focuses on teaching multiple word meanings along with procedural vocabulary so as to avoid contextual confusion. Identification focuses on the utilization of visual strategies that activate recall and strengthen word learning for students who may need additional support. Linguistic attention focuses on developing the ability to pay deliberate attention to word parts such as affixes, word roots, and cognates. Last, meta-cognition focuses on developing students' self-awareness and self-assessment strategies. All five features are designed to develop both receptive and productive vocabulary knowledge in English language learners.

Each of the seven chapters of the book thoroughly and thoughtfully discusses the significance of and provides instructional procedures for teaching core word concepts, associating ideas, long-term learning and recall, word parts, conscious word learning, and word-learning assessment. Instructional procedures include teaching variations and reproducible worksheets that are ready to use in the classroom for whole-class, group, or think-pair-share activities. The introductory chapter discusses word-learning issues that students face, argues for the effective teaching of vocabulary, summarizes current research and the five specific features of content word instruction, and provides advice for teachers. Chapter two helps teachers plan a content lesson by giving advice on how to choose a conceptual idea for teaching, how to develop selective terms and phrases that represent a particular idea, and how to develop "content-specific activities" that "introduce, build, and refine" word meanings before, during, and after reading (p. 7). Chapter three is designed around the notion that "conceptual understanding is at the heart of content learning" and illustrates 13 strategies in detail that help students categorize and exemplify relationships between concepts (p. 17). Chapter four introduces seven strategies that clarify word and procedural phrase meanings through the use of charts for contextual redefinition, comparison, sentence completion exercises, word coding, procedural vocabulary, finding common roots, and signal words. (Note: This chapter is available as a free sample in pdf format at <http://www.reading.org/publications/bbv/books/bk9198/toc.html>, so you can print out and use its Blackline Masters for each of these types of charts.) Chapter five is designed for students who have difficulty with complex concepts and need additional support. It "emphasizes the use of nine visualization tactics and mnemonic devices" that help them activate word recall and retention (p. 83). Chapter six illustrates teaching strategies that examine word parts. "Morpheme Circles" and "Animal Creations" are used for structural analysis, whereas etymology is explored through "Word Origins" and "Where Did That Come From?" The last chapter illustrates seven strategies that help students monitor and take responsibility for learning and "foster independent word learning habits that transfer to word learning in a variety of areas" (p. 125).

Evaluation

Content word knowledge is fundamental to successful subject matter reading, listening, speaking, and writing comprehension in English language learners. Coxhead (2006) stated that "academic vocabulary is important because understanding and properly using this vocabulary allows students to be part of the academic community" (p. 3). Moreover, Nation (2005) argued that there are "various aspects of knowledge that are involved in knowing a word" such as knowing word form, meaning, concept, association, and use (p. 583). Teachers should offer rich instruction that fosters such aspects along with teaching strategic learning (Coxhead, 2006), and in their second chapter Harmon et al. encourage ESL teachers to teach in such ways. This chapter allows teachers to creatively direct students' attention to word form, concepts, and associations (connections) by using word lists that semantically categorize content vocabulary. For example, using a list of words having to do with air pollution, the authors group "radon," "smog," "sulfur dioxide," and "carbon monoxide" into the category of "substances in the air" and group procedural phrases such as "consisting of" and "makes up less than" into the category of "procedural terms" to show word concepts, ideas, and relationships (pp. 8-9).

Another good way of helping students understand form, meaning, and use is the "Talking Drawings" strategy. Here, the authors illustrate that teachers can help students during the prereading, reading, and postreading stages of learning by having them produce mental images of a given topic, draw their image on paper, discuss with a partner, read the selection, and create an edited drawing (p. 84). This activity fosters the habit of making topic connections and predictions that lead to increased word retention and recall. This is also a good example of a linked skills activity, which Nation (2005) mentioned "can be a major means of bringing receptive vocabulary into productive use" primarily because such activities "build on each other in a sequence and involve a mixture of listening, speaking, reading, or writing" (p. 589). Furthermore, Nation stated that linked activities foster the conditions necessary for fluency development. In this book, Harmon et al. provide similar teaching variations where students can complete the "Talking Drawings" task by writing one or two paragraphs on the changes they were able to make in their final drawing. The "Sketch to Stretch" strategy also promotes creative thinking while fostering skills of reading, interpretation through postreading sketches, speaking about students' sketches through group discussion, and writing drafts and essays about their sketches (pp. 86-87).

Nation (2005) asserted that "every course should involve some deliberate attention to vocabulary as well as opportunities to meet the words in meaning-focused use" (p. 585). Nation also stated that "teachers should draw on a range of procedures for getting learners to give deliberate attention to vocabulary" (p. 586). All of the above-mentioned strategies use such procedures. Furthermore, repeated processing, deliberate attention to target words, and ample practice and recycling of target words are vital steps that lead to successful vocabulary acquisition (Coxhead, 2006). I found that Harmon et al.'s collection uses effective strategies that creatively direct students to draw particular attention to new words and enable them to put words to meaningful use. Other examples include teachers creating word walls that can be used to categorize words visually, making the effort to explicitly direct students to pay attention to new words, leading students to take notes as they read, providing them with thought-provoking questions during and after readings, using sentence-completion exercises, assisting in creating semantic maps as a class or in groups, and assisting in creating concept circles. I found these new teaching concepts to be creative, fun, and interesting. I can use them with my students in assisting them to visually categorize relationships between different word concepts and ideas.

There are four important word-learning strategies that learners need to become familiar with to enhance their learning in content areas, namely guessing meaning from context clues, using word cards, using word parts, and using a dictionary (Nation, 2005). I found Harmon et al.'s book to foster all four strategies. For example, chapter six uses "Animal Creations" and "Morpheme Circles," which actively engage students in learning by categorizing words according to word parts (roots and affixes, pp. 114-117). Personal word-learning journals and strategies such as TOAST (test, organize, assess, say, and test) promote independent word learning (pp. 137-138). Students can also create word or index cards using the LINC (link, imagine, note, construct) strategy, which helps them self-monitor, use illustrations and stories that are meaningful to them, and self-assess their learning progress (pp. 102-104). One of my personal favorites is the verbal and visual word association strategy, which uses index cards, small definitions, and picture illustrations (pp. 97-98). Cards created for these strategies can be used for group or whole-class activities.

Much like many ESL teachers in content classrooms, I attempt to teach core word concepts by tapping into students' receptive and productive knowledge and using popular teaching methods. Though this has been effective, I always appreciate and need creative ways in which to implement such lessons. Harmon et al.'s book has proven to be a user-friendly reference for my lesson planning. Each activity is tailored for the middle or secondary school content teacher to address the significant teaching principles of word frequency, repetition, spaced retrieval, and generation that help in content word acquisition (Coxhead, 2006). Strategy activities also address teaching core academic word concepts, encourage word negotiation, and stimulate effective word retention and recall. The teaching variations and reproducible worksheets provided are also convenient for classroom use. Middle and secondary teachers of English language learners should have this affordable new

book. It is an excellent resource that supports both teacher and student learning.

Bindu Oommen teaches part-time for the Norwalk-La Mirada Unified School District and the Giving Tree Education Center (ESL and math) in southern California and is completing her MA TESOL at Biola University. In her free time she likes to read recent TESOL case studies and browse journals on professional development.

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Book Review: *Word Strategies*



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Giannotti, L. (2007). *Word strategies: Building a strong vocabulary* (Low intermediate). Syracuse, NY: New Readers Press. 112 pp. US\$11.50.

Teaching learning strategies is a relatively new idea (Brown, 2000) that has been developed with special attention to L2 learners' individual differences. In comparison to traditional perspectives on language learning that have been developed with a collective view of L2 language learners, the individual differences approach focuses on the fact that individuals may take different steps in their language-learning process based on "their cognitive approach to learning and attitudes of the tasks" (Fan, 2003, p. 225). In other words, learners employ a variety of different strategies according to their personalities, aptitudes, and educational and cultural backgrounds. Therefore, the methods that each learner employs become the major concern in learning strategies. This trend has also been evident in the area of vocabulary learning, teaching, and related publications; as a result, teachers currently have a collection of vocabulary textbooks that are solely dedicated to vocabulary-learning strategies. As the title clearly indicates, Giannotti's (2007) *Word Strategies* is one of these strategy development textbooks.

Summary

Word Strategies is a two-book set, with one for high-beginners and the other for low-intermediates, and both books have the same features, except for the genre of the reading articles that are presented at the beginning of each lesson. Whereas the readings for high-beginners are either dialogues or simple narratives, those for low-intermediates are expository. The table of contents makes it apparent that this book is organized by themes (Folse, 2004; Freeman & Freeman, 2003) and is not a collection of related words. After providing some guidance at the beginning to both students and teachers about how to use this book effectively, each book presents 10 lessons and an answer key at the end of the book.

Each lesson is composed of 10 strategy-building exercises and 2 review exercises. A lesson begins with a short reading article that presents the first dozen words of the lesson. The author urges teachers to encourage students to use learners' dictionaries whenever they find unfamiliar words that are not explicitly taught during the lesson. After reading an article, students practice matching the words that appear in the reading to the dictionary definitions, and according to the author these definitions were chosen in consideration of contextualized meaning (exercise 1). Then, there is another matching exercise of initializations or abbreviations (exercise 2). Exercises 3 and 4 are word-building exercises using prefixes and suffixes. Exercise 5 asks

students to make either synonyms or antonyms for the underlined words in question. Whereas exercise 6 deals with collocations, exercise 7 focuses on confusing words that usually cause problems in L2/foreign language writing because of their proximate meanings or the influence of bilingual dictionary use. Exercise 8 deals with context clues, and exercise 9 asks students to identify the part of speech of an underlined word. Finally, in exercise 10, this book asks students to look up words in the dictionary to find the best definition for the underlined words.

After the 10 strategy-building exercises, the book provides two review exercises, consisting of a crossword puzzle and a fill-in-the-blank exercise with contextual clues. According to the author, these two exercises recycle words from the lesson to enhance students' word retention ability.

Evaluation

While evaluating textbooks, I think it is important to specify the objectives of a book and the proficiency level of its target students, and then to examine how each activity serves them strategically and cohesively. In this regard, *Word Strategies* has several strong points. First, this book focuses on forming the concept of strategy use in learners' minds with rigorous repetition. In other words, because this book targets low-intermediate students who may not have sufficient experience in learning a second or foreign language or may not have developed their own vocabulary-learning strategies, reinforcing the use of a set of strategies will be as important as presenting a variety of strategies. This book seems to focus on internalizing particular strategies by using the same strategies repeatedly throughout all chapters. The author also included a confusing-words activity because, as she learned through her teaching experience, many language learners actually have a hard time dealing with similar words in their speaking and writing. In addition, this book has some user-friendly features, such as appropriate spacing and large fonts, which enable students to get a glimpse of the kinds of strategies that this book is dealing with even at first glance. I think this overall presentation or display is an important factor in choice of textbooks. Furthermore, providing the answers at the end of the book enables students to use it without teacher intervention, though this may not be ideal if the book is used as a classroom text.

Despite its strengths, however, this book raises a fundamental question about the use of the word *strategy* and its pedagogical application. It seems that there is a lack of consensus regarding the definition of the word *strategy* and its pedagogical applications. In other words, even though every activity used in this book seems to be dedicated to vocabulary-building strategies, it is hard to figure out how these strategies differ from the traditional view of word learning. For example, using word parts and word relationships, understanding parts of speech, guessing meaning from context, and using the dictionary have long been used in vocabulary textbooks even though they do not employ the term *strategy* (see Seal, 1990; Valcourt & Wells, 1999). One of the problems emerging from this understanding is that this book seems to fail to explore the various aspects of vocabulary-learning strategies, including individual differences, whole-word learning experiences, and motivational aspects (see Pike-Baky & Blass, 1994). According to Schmitt (2000), vocabulary-learning strategies can be classified into five different categories: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. The majority of the activities used in this book, however, are determination strategies (for meeting a word the first time) and memory strategies, and the book fails to address other social, cognitive, and metacognitive strategies. In other words, this book does not provide any visual or auditory aids, pair or group activities, word lists, authentic materials, or culture-related topics that encourage students to internalize words by relating them to their real-life needs. Furthermore, this book fails to diversify the types of activities, dominantly using a matching-the-word activity. There are no jigsaws, games, or information-gap or journal-writing activities. I think this is a disadvantage to the students who need to figure out what strategies are right for them through various learning experiences.

Another drawback of this textbook can be found in its review exercises. It is hard to tell what aspects of word learning these activities assess and what kinds of feedback they aim to provide for students. Crossword puzzles and fill-in-the-blank from words in boxes can hardly assess students' overall understanding of words and their usage in and out of context.

Considering all of these factors, I think this book can be a useful supplementary tool in reading, writing, and speaking classes, or for a few specified lessons focusing on presenting the definition of known words by demonstrating dictionary definitions, synonyms and antonyms, and collocations of a word.

Maya H. Lee is a recent Biola University MA TESOL graduate who is teaching ESL in southern California. She taught EFL in South Korea for 3 years and loves to listen to people with diverse backgrounds and to explore new places. In her spare time, she enjoys reading, writing, listening to classical music, and taking backpack trips.

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Spotlight on CETC Members



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1. *Tell us a little bit about yourself. How are you connected with the world of TESOL?*

I grew up in a small farming community in Michigan. After almost completing my BA degree at Central Michigan University in music, I joined the U.S. Air Force and then spent 3 years in Germany as a Russian interpreter. While there, in about 1966, I did my first tutoring in English pronunciation and have been doing L2 pronunciation work ever since. I am currently dean of graduate studies and director of the MATESOL at Trinity Western University, where I have worked for 5 years.

2. *What do you especially appreciate about TESOL and/or CETC?*

From the beginning, TESOL has been an organization of teachers, for teachers. In the early years, it may have appeared at times as if theory were running "the asylum"; true, but even then, few of the more persuasive voices were not first of all classroom teachers. Coming to a TESOL convention was still always your best barometer as to where the field was and where it was headed. (After being in the field for about 35 years now, and having attended at least 24 conventions, I tend to see a lot of friendly faces there every year!) But when I come to a TESOL convention

now, my truest connection is with my colleagues in CETC. There are, of course, many reasons for that, but one of the most striking changes in me (and I think in Christians in TESOL in general) has been learning how to better see our profession through an integrated, Christian worldview.

3. Is there a relevant joy or challenge you experience that you could share with CETC Newsletter readers?

The great joy and challenge, working in a (relatively new) Christian TESOL teacher-training program, is helping graduate students locate themselves in the field today, so that they are equally comfortable and conversant in communicating both faith and theory. Just recently we have begun to see some of our Christian graduates quickly distinguishing themselves in the field. To paraphrase a well-known quote from John Wooden, former basketball coach at UCLA ("I can train most anybody to play basketball, but I can't teach them how to be 7-feet tall"), we can train most anybody to teach ESL well, but we can't teach him or her how to be a great teacher. The Lord continues to send us extraordinary material to work with.

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

That is a difficult question. My "favorite" is so often one of the verses from the morning's Bible study. This morning, in fact, I came upon one in 2 Samuel: "For by thee I have run through a troop, by my God have I leaped over a wall!" As a long-time distance runner that verse spoke to me, of course, as I'm sure you can imagine. But it also resonated with me as a wonderful reminder that, because as believers we will always be "standing out" in our field, we must also always be overcomers in the best sense.

5. Is there a book, article, or individual related to TESOL that has influenced you and/or your teaching? If so, could you explain how?

My initial "connection" to TESOL came about in 1971 when I was taking an undergraduate methods course at Michigan State University. One of the textbooks that invited me in persuasively, *Adapting and Writing Language Lessons*, was written by some guy named Earl Stevick. The next set of milestones for me was being trained by Shigeo Imamura, Alexander Guiora, and Joan Morley in the 70s, during my MA and PhD work. The first taught me how to do great pattern practice and understand students; the second, that accent is based in identity; the third, that the path to intelligible pronunciation must always begin with the body. Earl's book eventually led me to the man, who became my model of a Christian educator and intellectual.



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

A Wheaton professor of English, Wayne Martindale, first pointed me in the direction of an opportunity to teach English in China with a Christian organization. I was soon hooked. For about 15 years, I have taught literature and ESL, but mostly ESL, at the college level in China, Vietnam, and the United States (Chicago). This fall, I've (finally?) returned to school and begun to work on a PhD in education/ESL at the University of Nebraska. (Great program and faculty; come join us!) My wife, Julia, is also an ESL teacher, though these days she works in the home with our

three young children, Kristen, Caroline, and Isaiah. Being her husband and their father is more important to me than teaching, much as I love that.

2. What do you especially appreciate about TESOL and/or CETC?

What I appreciate most about TESOL—and this is hardly original—are the multiple opportunities for professional development. When it comes to the CETC, I continue to benefit from the example and mentoring of the senior scholars and leaders in the group, and from the fellowship and networking that has grown over the years. True academic fellowship is not to be underestimated!

3. *Is there a relevant joy or challenge you experience that you could share with CETC Newsletter readers?*

The challenge for me these days (hopefully one day it will be a joy) is that of becoming a Christian scholar-teacher (as in George Marsden's *The Outrageous Idea of Christian Scholarship* and other books, which I've been reading). For a new but older PhD student at a state university, the pressure to kowtow to alternative ideologies, epistemologies, and moral values is tremendous. And indeed, I do want to be humble and teachable, but also to go about my learning and writing (there's a lot of it in grad school!) in a way that is true to the core distinctives of my Christian faith. This is something I'm puzzling out on a daily basis.

4. *What is your favorite Bible verse, and why?*

I'm not one of those people with a "life verse," so my favorite verses keep changing. These days it is Hebrews 12:1-3. Having recently returned to grad school with a family of five, I find the Christian race or pilgrimage particularly arduous these days, and the need to fix my eyes on Jesus, the author and perfecter of faith, desperately necessary. I am comforted that the race is "marked out for us" by God, and that the energy for running comes from him (Col. 1:29).

5. *Is there a book, article, or individual related to TESOL that has influenced you and/or your teaching? If so, could you explain how?*

Yes, far too many to mention, but to single out one, Bill Johnston's *Values in English Language Teaching*. While reading it, I thought to myself for the first time, "Perhaps I would be interested in doing a PhD in TESOL after all, if I could focus on these sorts of issues." Though we have many differences in beliefs, I continue to agree with him concerning the essential relationality at the heart of teaching and learning and the moral choices woven moment by moment into the fabric of every classroom.



Jan Edwards Dormer, jan.dormer@gmail.com, Indonesia (soon in Winchester, Indiana, for an upcoming 2-year furlough)

1. *Tell us a little bit about yourself. How are you connected with the world of TESOL?*

I graduated with an MA in TESOL in 1986, and subsequently taught ESL at the college/university level in Ontario for 8 years. In 1995 my husband and I moved to Indonesia with our two young daughters, which was the beginning of our overseas ministry career. In the ensuing years I developed both elementary and high school ESL programs for an international school in Indonesia, spent 5 years developing an English school in Brazil, then returned to Indonesia in 2004, at which time I was engaged in research for my EdD in teacher development at the University of Toronto. I currently direct a master of education program in Indonesia.

2. *What do you especially appreciate about TESOL and/or CETC?*

Being a member of TESOL has helped me to develop as a professional. I appreciate all the resources that it provides, such as a recent webcast on "English As a Global Medium of Instruction." CETC has helped me to connect my professional life with my life of Christian service in a concrete and visible way. The caucus was still young when I joined, and I've seen it try to chart a path through both theological issues and political correctness in our profession. Though in many ways I think we are still trying to "find our way," especially as we try to figure out what we will become when we are no longer a caucus, I have been proud of the paths that have been taken. The positive examples of others in this caucus have helped me to chart my own course of Christian professionalism in TESOL.

3. *Is there a relevant joy or challenge you experience that you could share with CETC Newsletter readers?*

The challenges of TESOL in Indonesia are certainly great, but the joys are equally great. The students in our MEd program are mostly Indonesian teachers teaching in "bilingual schools"—they teach content in K-12 schools through the medium of English. Most of these teachers have degrees in other areas, such as engineering or computer science, and most have no background in either general education or teaching English as a foreign language. Added to this is the struggle faced by

Christians here as a minority. Talk about a challenge! But those whose needs are greatest are also those most appreciative when their needs are met. A teacher recently closed an e-mail by saying, "Jan, thank you for reading this and listen my worry, thank you for praying, thank you for tutoring me not only in grammar, but in my faith. I know that I am in the right path to learn more about Him and education under your guidance." I feel very honored that God has allowed me to meet some of these needs.

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

Psalm 51:12: "Restore to me the joy of my salvation, and grant me a willing spirit to sustain me." In my life and work I often feel as if I need restored joy and an increased "willing spirit" to go on. I have kept this verse on my fridge throughout my overseas ministry career, and it has led me back to my Source of joy in many difficult circumstances!

5. Is there a book, article, or individual related to TESOL that has influenced you and/or your teaching? If so, could you explain how?

My doctoral research was on nonnative/native English-speaking teacher collaboration in Brazil and Indonesia, and I would say that books and articles on this topic, including *Non-Native Educators in English Language Teaching*, edited by George Braine, and *Learning and Teaching From Experience*, edited by Lia Kamhi-Stein (who was the external advisor for my dissertation) have been most influential in my recent thinking. They helped me to grapple with these issues as a native English-speaking teacher, and I continue to explore this topic, especially in contexts like Indonesia, where nonnative English-speaking teachers often do not fit the profiles put forward in much of the current literature.

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About the CETC Community

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