

The 3rd Symposium of the KOTESOL Christian Teachers SIG

Teaching Fruitfully

Producing the Fruit of the Spirit in the Classroom

Jeonju University

June 2, 2012

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About KOTESOL

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

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

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

KOTESOL Christian Teachers Special Interest Group (CT SIG)

Purpose Statement

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

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

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

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

KOTESOL Christian Teachers Symposium 2012 Schedule

Registration

10:00- 10:30	Star Center 3 rd Floor
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Plenary Sessions

Room 301	
10:30- 10:50	Opening Ceremony
10:50- 11:10	John Gurnett "Oreos, Apples, and Living Fruitfully"
11:20- 12:30	Small Group Discussion "Fruitful Teaching"

Room 302	
12:30- 1:20	Lunch

Concurrent Sessions

Room 301		Room 302
1:30- 2:20	Ronda Everson "The Fruits of the Spirit in Teaching"	Chad McDonald "The use of Socratic Method teaching in Various English Learning Environments"
2:30- 3:20	Heidi Vande Voort Nam "Positive Discipline: A Christian Approach to Classroom Management"	April Wilcoxon "Fighting for Freedom: a Group Project about Modern Day Slavery"
3:30- 3:20	Closing discussion and book raffle	

Oreos, Apples, and Living Fruitfully

Galatians 5:19b-21a

[The sinful nature] enjoys sexual sins, impure acts and wild living. It worships statues of gods. It also worships evil powers. It is full of hatred and fighting. It is full of jealousy and fits of anger. It is interested only in getting ahead. It stirs up trouble. It separates people into their own little groups. 21 It wants what others have. It gets drunk and takes part in wild parties.

Oreo cookies contain 43 calories - but only ten come from each cookie. That means more than half of the calories are hidden in the center.

The passage we are looking at is kind of like an Oreo. The outside portions are some of the dark, evil sins we like to recognize. We Christians have been good at pointing to the sins of other people for a long time. And so we see this passage and know that Paul is talking about those other people's sins.

But just like an Oreo, it seems that the real problems are buried on the inside. That is where we find the sins that so many of well-behaved Christians tend to commit. We even act like they are perfectly acceptable. We talk about 'white lies.' Someone is 'a bit of a gossip.' Yet another friend 'tries a little too hard to get ahead.'

But we aren't so forgiving when we talk about the sins that others commit, are we?

But I don't want to focus only on avoiding the problems. There needs to be a better way. And there is! Coming in with twice as many calories as an Oreo is an apple - but it is full of all sorts of good stuff. And that's what the Fruit of the Spirit is: so much better for us than the sins we hold on to. Once we really get filled up with that fruit, we won't be craving the dubl-stuffs of sin!

Fruitful Teaching

In this discussion session, you will be given a spiritual fruit and you will be asked to contemplate how this virtue might come into fruition in your teaching context. Please answer the following discussion questions individually about your fruit. After 5 minutes we will divide into small groups to discuss our reflections.

1. How could you practice this fruit in your lesson planning?
2. How could you practice this fruit in your classroom management?
3. How could you practice this fruit in the evaluation and feedback that you give to students?
4. What sort of lesson content would allow your students to observe this fruit in action?
5. What sort of classroom activities would encourage your students to practice this fruit?
6. How could you practice this fruit in your interaction with colleagues and staff at your institution?

Please work in groups of four with mixed fruit. Introduce yourself and your teaching context. Share your ideas about how you could express your fruit in your context.

The Fruits of the Spirit in Teaching

When we decide to follow Christ, Christ says that we must be born of the water and of the Spirit in John chapter 3. When we are born of the Spirit, the Holy Spirit comes to live in us; the Spirit of God is in each and every person who has come into a realization that they need God and have sought him and found him. According to Acts 2:38, we must repent and be baptized, and we will receive forgiveness of our sins and the gift of the Holy Spirit. The baptism gets rid of the sin which every Christian knows is a necessity if they want to see God because God is holy and can't even look at sin; the repentance brings about the change that we need to have God living in us. When we rid ourselves of sin, something else must fill that void. The Holy Spirit enters us and fills that void. When the Spirit of God lives in us, he has given us a gift so that certain parts of God's nature, of the Holy Spirit can live in us. Other people should be able to see the gift of the Holy Spirit in us. When they see it, these things are called the fruits of the Spirit. They are found in Galatians 5:22 & 23. They are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control. Verse 24 says that we have crucified ourselves with our passions and desires (repentance), and verse 25 says we should continue to live like this and keep up (the fruits of the Spirit). As Christians, we should desire these things to be part of us. In essence, we should want the gift of the Holy Spirit. These things should be part of the daily walk of a Christian. We should, as Matthew chapter 5:13-16 says, make the world a better place because we are in it. Colossians 3:23 says that when we work, we should work with all of our hearts as if we are working for God. Christianity needs to overflow into our daily lives, into our jobs. I am going to talk about how we as teachers can make the world a better place and work as if we are working for the Lord by showing the fruits of the Spirit in our teaching. It affects every aspect, before we enter the classroom, as we are in the classroom teaching, and after we leave the classroom.

To begin with, I will talk about what we do before we ever go into the classroom. When we plan properly, we care about our students. We are showing them love, patience, kindness, goodness, faithfulness, and self control. Those are already six of the nine fruits of the Spirit. Part of the planning is preparing ourselves so that we know our topic. We need to be sure to study. The other part of the planning is actually making those lesson plans or syllabus. We need to put thought into it. How can we catch the student's attention so they want to learn? How can we present our lessons so the students the students can understand? What do we need to present, and how should we present it so the students can get what they need? I will be showing a sample syllabus when I speak from one of my classes since I teach at Korea Christian University. Not every teacher works at a university, but we can each plan step by step keeping things organized. We can begin at the beginning and then slowly take the students up instead of just throwing something at them scatter shot for them to try to figure out what we are talking about.

When I was taught to write, I was taught to consider the audience, and that is what we do as Christian teachers. My syllabus is a road map to my class, so no student should be lost.

After we plan, then we enter the classroom. As we implement our plan, we need to remember that the Holy Spirit is living in us. We need to continue showing the fruits of the Spirit. Our students need to be shown love, joy, peace, patience, kindness, gentleness, goodness, faithfulness, and self-control. When we begin teaching, we need to write the topic on the board before we begin teaching. We are considering the students when we do this; we don't want even one of our students lost as we are teaching. That is also why we need to do something to get their attention. We need to make our lessons interesting and informative. We need to start where they are, and then bring them to the goal. Doing these kinds of things are showing love, kindness, and goodness to the students, and they produce in the students love, joy, peace, kindness, gentleness, goodness, faithfulness, and self control. The students will not be upset because they can't understand. This brings about a lot of peace, love, joy, and self control in the students. It makes the classroom a better place, Matthew 5: 13-16. If we have taken the time to make sure the students understand, there will be much less cheating. That doesn't mean that there will not be some who may still want to cheat. If they do, then we need to still be showing love, peace, kindness, gentleness, goodness, faithfulness, and self control. We definitely need to do something about cheating, but control ourselves "keep step with the Spirit" (Galatians 5:25). Keep the Holy Spirit inside us. In my session, I will teach a sample lesson; I will also show what I do when students cheat. If we don't do anything about the cheating, then we are not caring about the students. We are not showing them love, kindness, goodness, and faithfulness. Since we are living in Korea, studying enough Korean to communicate at the appropriate times with our students is also showing them love, kindness, goodness, and faithfulness. Perhaps we don't speak Korean yet, but we should all put forth the effort; it shows our students that we care, and they respond with love, joy, peace, patience, kindness, goodness, and faithfulness if they know we care. According to the American government, Korean is the second hardest language in the world for English speakers to learn, so not many of us will actually learn to speak it. We need to remember if things are that hard for us going into Korean, they are just as hard for our students coming from Korean into English. After we teach our lessons, we are not finished. We assign appropriate homework and give appropriate tests for what we have taught. The homework I assign is always related to the topic I taught that day. The vocabulary quizzes I give are to prompt the students to study the vocabulary so they can understand the lesson of that day. The tests I give are related to what we studied. There is nothing new on the tests. I am kind and considerate of my students. I remember what it was like to be a student when a teacher gave me something new on a test that they hadn't taught us. In my session, I will not only give a sample syllabus, but I will also teach a sample lesson and give samples of quizzes, homework, and tests.

As Christian teachers, when we go home, we must still be displaying the fruits of the Spirit for our students. Each week, my students hand me homework and vocabulary quizzes. These are not just

busy work for my students. They are tools to help the students learn. If they didn't understand in class, then we can find out in the homework that they didn't understand. I read and correct each student paper every time they are handed to me and give them back in the next class session. I know there is a language barrier. I know they will not understand everything I say in the classroom. When I correct their papers, I take extra time. I not only put a red mark to show it is wrong, but I explain it for them. When I couldn't speak Korean, I used English in such a way as to try to communicate what they needed on the paper in easy English. I know they can read easier than listen. I have studied Korean so I know many of the grammatical constructions in Korean that are equivalent to the grammatical constructions in English they need. Before I could speak Korean, I still studied Korean grammar for my students. Every time I entered the classroom, I had looked up the grammatical construction that they needed to know in English in Korean. I have been here for six years, and now I know enough Korean to write the corrections in Korean. Most of my Korean vocabulary consists of words I need in the classroom. I draw charts; I draw lines; I study Korean so I can use it for my students; I do whatever I can to help students understand. I put my time in because I care about my students. I get the papers back to them every week so they will understand what they did wrong and are ready to go on with the next lesson. I write all over their papers, and they actually like it. I show them love, peace, patience, kindness, goodness, gentleness, and self control. The first time I give a class back papers that I have written all over, I know it could be a shock to them to see their papers with red ink all over them, so I talk to them before I give their papers back. I explain to them the reason I put so many marks. I explain that if each one of them takes time to read the things that I wrote there, then it is like each one of them has a personal tutor for free. The lessons on their papers are their own personal mistakes explained. I tell them if they don't understand what I write there, then they need to tell me. I give them a minute when they get their papers back to read the things I wrote and ask questions if they don't understand. The students appreciate it. They are not freaked out by what is on their paper. They read the remarks and respond by showing spiritual fruit. After class, I get text messages thanking me. I get students coming by my office to thank me for what I wrote for them. I get comments from students saying things like, "I never understood this before, but you have changed everything for me" or "I thought English was hard, but you made it easy." I get students giving me good ratings in the surveys the school takes. I get student taking my classes again and again, even after they don't have to fulfill an English requirement anymore. I get students wanting to visit with me even after they graduate. If I open my house for a party, there are so many students that they don't all fit in my tiny living room, but they try to pack in anyway. I get students calling me up and saying, "Can I go to church with you?"

When we give the fruits of the Spirit to other people, we get them back. Remember the golden rule: Do to other people what you want them to do to you. If you show your students the fruits of the spirit, you will be given the fruits of the spirit. We have committed our lives to God and to teaching. We have a lot of influence over a lot of people. We have the opportunity to do some good in this world. We can make a difference in our student's futures if we care, if we show them

love, joy, peace, patience, kindness, gentleness, goodness, faithfulness, and self control.
Christians can make the world a better place (Matthew 5:13-16).

The use of Socratic Method teaching in Various English Learning Environments

An overview of the Socratic Method will be given, discussing a quick background, strengths and weaknesses. Review of the original plan and setting for Socratic Teaching method will be given, discussing original intentions and current use. Exploration into the strengths and weaknesses will then be presented quickly.

The weaknesses of the Socratic method are its uncontrollable nature, it is time consuming, the teacher as questioner must be very knowledgeable of the topic and explore it quite thoroughly, and in and of itself, the questioning and discussion does not give the students a clear guide of where they are going or what is correct or incorrect. Many times, students will become stuck in a logical trap or illogic, paralyzing them from continuing. This requires the teacher to be able to find the necessary links or next logical step to continue finding "the answer." But it also takes a lot of time to go over finding knowledge, and not all knowledge targeted by the teacher to be explored may be explored. Another, but vital weakness, is that lesson planning is more difficult, sometimes much more difficult, depending on the subject, but will become much easier with time and practice within your subject. And a last weakness, like battles, the lesson plan will not survive first contact with the students. The teacher in this situation must be able to dynamically respond to the students.

The main strength of the Socratic method is that the students find the knowledge for their own. Students are not handed the knowledge, but the students explore the path already walked by the teacher, and the teacher has already explored many of the rabbit trails as well, therefore easily able to recognize the journey the students are on. By finding their own path, they more easily make the knowledge their own. This occurs because they are much less likely to have prejudice or bias using their own thinking. It also challenge their own assumptions and biases that do exist. This is probably one of the most challenging methods of critical thinking, involving careful thinking, open dialogue, debate, and inclusive exploration amongst individuals. It thus does quite well at developing critical thinking. Finally, this method can be used in about every subject and situation, although certain subjects are much harder to do so, and purely knowledge subjects are very difficult.

An example of Socratic Method teaching will be presented quickly, allowing members to experience the process, but in a very condensed form.

Next will be an explanation in how to create a Socratic lesson. The first step is to choose a topic, or focus, then develop a thesis from this topic. This thesis will not be told to the class, or will be told to the class after the class has explored the topic to arrive at the thesis as a conclusion. The thesis should then be a truth that you wish to teach to the class. The requirement is then to develop a series of questions that will lead to the conclusion, the thesis. A good initial question, although rather simplistic, is to ask "what is 'the topic.'" Allow the students to define the topic, understand it, and to come to some conclusion of it. The next series of questions will then focus on specific aspects of the topic, narrowing the field down until the conclusion is reached. The way to do this is to anticipate the answer the students will find, so as to use that answer to arrive at the next question. Create the next question from the answer found, linking a chain of questions and answers to lead to the final thesis. Use each answer to create the next question.

Finally, explanations on how to actually lead a Socratic Method class will be given. First is to divide the class into groups of approximately three or four. Make sure that the students change their desks to face each other. This is actually very important, it will allow the students the illusion of privacy and aloneness, giving them much more confidence to speak. If necessary, allow a short three to five minute to introduce one another. This is incredibly important in a Korean context if the students are new to each other.

After the setup, it is time to start the lesson. The simplest way to start is to simply introduce the topic of choice, however you think it is appropriate. And then start with the "What is the topic" question. The role of the teacher at this point is to wander around the class listening to the discussions taking place and interjecting interesting or guiding questions as necessary, NEVER USE COMMENTS to reveal knowledge or answers. If students are stuck, offer a question that targets the mistake they are making, in answering the question, they will find the mistake, the illogic that has stumped them, and release them to continue on a more logical or correct course. Listen carefully for the answer that will trigger the next question. If it is found, simply remember it as found and continue on. If the answer you hope students will find is not discovered, spend some time with one of the groups guiding students towards that possible answer. This is often never needed, but it may be necessary. But also spend time with groups exploring other non-pertinent answers as well, so students learn there are many possible and important discoveries. DO NOT reject other answers the students discover, acknowledge them as important and necessary. Allow a list to be formed of possible discoveries. Do not reject any of the answers given, although do applaud significant discoveries so individuals who hear it will know it is important. After an appropriate amount of time has passed, collect the found answers from the students by bringing the class together and asking the students to shout out their answers. Make a list on the board, condensing all answers into a single list. Question some questionable responses by asking questions that reveal the weakness in that answer. Acknowledge the excellent responses. Then explore the responses, offering comments on the comments as a whole, possibly offering classifying or organization tips to the responses (unless the next question IS a question of

classifying or organizing). Then introduce the next question by pointing out the next answer and use it to create the next question. Repeat until class is finished.

Heidi Vande Voort Nam

2:30 PM

Chongshin University

Room 301

Positive Discipline: A Christian Approach to Classroom Management

Classroom management is an area in which Christian English teachers are often spiritually tested. It is frequently classroom management issues that make it most difficult to bear the spiritual fruit of patience, kindness, and self-control. Since students are keenly aware of how they are treated, teachers' bearing in response to these issues may either raise or damage the credibility of their Christian witness in the eyes of their students. A positive discipline approach can help Christian teachers to reflect spiritual fruit in their classroom management.

Positive discipline distinguishes between punishment and discipline. Whereas punishment is retribution for doing the wrong thing, discipline is teaching the right thing. Discipline is much better than punishment at cultivating spiritual fruit both in the teacher and in the student. For example, punishment often erupts when teachers "lose their patience," while discipline stems from teachers' love. Punishment builds an adversarial relationship between teachers and students, but discipline generates a peaceful relationship by placing the teacher and the students on the same team. When students are taught to follow rules simply to avoid punishment, they fail to develop self-control, and they are unlikely to continue following rules when the teacher isn't looking. On the other hand, if students are taught to do what is right because it is good, they have a much better chance of developing both a sense of goodness and self-control.

It may be difficult to communicate a theory of positive discipline directly to students if the language of communication is not the students' first language; nonetheless, many principles of positive discipline can be applied in daily routines of language classes. By focusing on what the students should do rather than focusing on what the students shouldn't do, teachers can create a classroom narrative that is more likely to motivate and engage students. At the same time, this positive approach to classroom discipline will help teachers to demonstrate spiritual fruit in their classroom management.

Task 1: Showing love

1. How can you show students that you care about them?
2. How can you show students that you respect them?

Share your ideas with a partner.

Task 2: Growing a sense of goodness

Translate the negative teacher talk into positive teacher talk.

Situation: Sumin and Jiwon are talking.

Minseop is playing a video game on his cell phone.

Eunyeong is looking out the window.

Negative teacher talk: Sumin and Jiwon, stop talking. You should know better. Minseop, put your phone away. Why isn't anyone paying attention? This is not the way students should behave. Eunyeong, look at me. Sumin and Jiwon, I asked you to be quiet, didn't I? Why didn't you do what I asked? I'm really disappointed in this class.

Positive teacher talk: _____

References:

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Nelson, J., Erwon, C. Brock, M, and Hughes, M. (2002) *Positive Discipline in the Christian Home*. Prima.

Nelson, J, Lott, L, & Glenn H. S., (2000) *Positive Discipline in the Classroom. 3rd Ed*. Three Rivers Press.

Fighting for Freedom: a Group Project about Modern Day Slavery

Abstract

Slavery is not an antiquated notion, but an organized, global problem that touches all of us. From our clothes, electronics, food and drink, our lifestyles and buying choices fuel the demand for goods and services that may be produced using slave labor. This content-based presentation will show participants a group project the presenter completed with one of her university communication classes. The purpose of the project is to raise students' awareness about modern day slavery and human trafficking issues by giving opportunities to research and present about topics on personal, national, and global levels. Using the "CNN Freedom Project" as a guide, participants will learn how to incorporate this and other websites to design a group project for a communication class. The presenter will make available all materials and information for participants to take and adapt for their classes. Topics addressed include, among others, modern day slavery, human trafficking, fair trade, and students' research topics.

The Issue: Modern Day Slavery

When people hear the word "slavery," many conjure images of Africans being taken to the Americas in slave ships and of slave trades being held in public squares. While the British 1833 Slavery Abolition Act and the American 1863 Emancipation Proclamation abolished slavery, slavery has not been completely eradicated, but has taken on a more subversive, covert form. It is estimated that there are around 30 million men, women and children, enslaved in a variety of places including indentured servitude farms, brothels or factories (Batstone, 2010).

The Communication Class: Raising Awareness

As this global problem touches every country and citizen to some extent, what can be done to give the voiceless a voice? The instructor first sought to engage students in discussions about freedom and slavery and then introduced the topic of modern day slavery by utilizing information found on the CNN Freedom Project's Educator and Parent Guide. The CNN Freedom Project intends to "amplify the voices of the victims, highlight success stories and help unravel the complicated tangle of criminal enterprises trading in human life" (CNN).

Through a variety of videos, articles, and websites, students wrote informal reflection papers about what they had watched and read. The homework coupled with group and class discussions prepared students to design their own awareness-raising group project.

The Next Step: Taking Action

Groups were asked to research one modern day slavery issue and to raise awareness. Students

created an action plan, documented and presented their results in a final presentation. Presentations addressed:

- a) what issue the groups chose
- b) how their issue affects them personally
- c) how their issue affects Korea
- d) how their issue has global implications/effects
- e) how the students raised awareness and took action
- f) their overall reflections and conclusions about their project and issue, including

spiritual aspects.

It is hoped that presentation attendees will not only gain an awareness of modern day slavery, but also will join in the effort to inspire and equip global-minded leaders by adapting and implementing these ideas in their own communication classes.

References

Batsone, D. (2010). *Not for sale: The return of the global slave trade—and how we can fight it* (2nd ed.). New York, NY: Harper Collins Publishers.

The CNN freedom project educator and parent guide. (2011, April 4). Retrieved from <http://edition.cnn.com/2011/US/studentnews/04/04/freedomproject.teacher.guide/index.html>

Presenters

Ronda Everson has lived in eight countries and speaks five languages. She has been teaching for more than twenty years. She has taught on all levels: elementary school, middle school, high school, a language school, and university. Besides English, she has taught Spanish and Japanese. She spent 2 years as a vocational missionary in Japan, one year in Nigeria, eight years in Romania, and six years in Korea. Besides teaching English at Korea Christian University, she also teaches Bible. She became a Christian at fifteen years old in Choctaw, Oklahoma. Her e-mail is eversonronda@hotmail.com.

Chad McDonald is currently working at Seoul Theological University as well as pastoring at a small English service in Seoul. His education includes an AA in IS Management, a BA in Pastoral studies, an M. Div in Theology, and he is currently pursuing a Ph.D. in Intercultural Studies. He has been working and living in Korea for the past 6 years, teaching English at the University level, and ministering to various peoples at the English service in Sinchon.

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

April Wilcoxon first came to Korea in 2004 and spent a year as an English Teaching Assistant with the Fulbright Program. She returned to Korea in 2008 to teach in a middle school while completing her M.A. TESOL from Azusa Pacific University. She is now in her second year at Seoul Theological University. She is interested in raising awareness about human trafficking and modern day slavery and seeks to get involved in social business to help combat poverty. When not teaching, April makes time to train for her first half marathon, read and salsa dance. She can be contacted at wilcoxen@stu.ac.kr

Selected Resources for Christian English Teachers

Christian English Language Educators Association (<http://www.celea.net/>)

Journal of Christianity and Foreign Languages (<http://www.nacfla.net/pJournals.aspx>)

David Smith and Barbara Carvill. (2000). *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Grand Rapids: Eerdmans.

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David Smith and Terry Osborne (Eds.). (2007). *Spirituality, social justice, and language education*. Charlotte, NC: Information Age Publishing.

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Mary Shepard Wong and Suresh Canagarajah (eds.) (2009). *Christians and Critical English Language Educators in Dialogue: Pedagogical and Ethical Dilemmas*. New York: Routledge.

David Smith. (2009). *Learning from the Stranger: Christian Faith and Cultural Diversity*. Grand Rapids: Eerdmans.

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Jan Dormer. (2011.) *Teaching English in Mission: Effectiveness and Integrity*. Pasadena: William Carey Library.

Christian Teaching

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John Van Dyke, *The Craft of Christian Teaching*, Dordt Press 2000. (존 반 다이크, 가르침은 예술이다.)

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

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