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Stephen Pihlaja

Christian English Language Teaching Learning:

Christian Faith and English Language Teaching and Learning Mary Shepard Wong, Carolyn Kristjansson, Zoltan Dörnyei, 2013-02-15 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language.

Spirituality and English Language Teaching Mary Shepard Wong, Ahmar Mahboob, 2018-08-09 This collection of 16 reflective accounts and data-driven studies explores the interrelationship of religious identity and English Language Teaching (ELT). The chapters broaden a topic which has traditionally focused on Christianity by including Buddhist, Hindu, Muslim, and non-religious perspectives. They address the ways in which faith and ELT intersect in the realms of teacher identity, pedagogy, and the context and content of ELT, and explore a diverse range of geographical contexts, making use of a number of different research methodologies. The book will be of particular interest to researchers in TESOL and EFL as well as teachers and teacher trainers.

Christian Faith and English Language Teaching and Learning Mary Shepard Wong, Carolyn Kristjansson, Zoltán Dörnyei, 2013 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language.

Christian and Critical English Language Educators in Dialogue Mary Shepard Wong, Suresh Canagarajah, 2009-06-25 The legacy of English teaching and Christian missionaries is a flashpoint within the field of English language teaching. This critical examination of the place of Christianity in the field is unique in presenting the voices of TESOL professionals from a wide range of religious and spiritual perspectives. About half identify themselves as Christian, while the others identify themselves as Buddhist, atheist, spiritualist, and variations of these and other faiths. What is common

for all the authors is their belief that values have an important place in the classroom What they disagree on is whether and how spiritual values should find expression in learning and teaching This volume dramatizes how scholars in the profession wrestle with ideological pedagogical and spiritual dilemmas as they seek to understand the place of faith in education To sustain this conversation the book is structured dialogically Each section includes a set of position chapters in which authors explain their views of faith pedagogy integration a set of chapters by authors responding to these positions while articulating their own views on the subject and discussion questions to engage readers in comparing the positions of all the authors reflecting on their own experiences and values and advancing the dialogue in fresh and personal directions

Professional

Guidelines for Christian English Teachers Kitty Purgason,2016-09-30 This handbook is for people in the field of English language teaching who are looking for practical ways to be both committed followers of Jesus and ethical TESOL

professionals What do such teachers actually do in the classroom What materials do they use How do they relate to their students and colleagues in and outside the classroom How can they treat students as whole people with spiritual and religious identities How can they set a high bar for ethical teaching Professional Guidelines for Christian English Teachers has grown out of Kitty Purgason s experience as a Christian seeking to follow the Great Commandment and the Great Commission as a practitioner with a deep concern for excellence and integrity and as a teacher trainer with experience in many parts of the world

Religious Faith and Teacher Knowledge in English Language Teaching Bradley

Baurain,2016-01-14 The field of TESOL Teaching English to Speakers of Other Languages stands at an active crossroads issues of language culture learning identity morality and spirituality mix daily in classrooms around the world What roles might teachers personal religious beliefs play in their professional activities and contexts Until recently such questions had been largely excluded from academic conversations in TESOL Yet the qualitative research at the core of this book framed and presented within a teacher knowledge paradigm demonstrates that personal faith and professional identities and practices can and do interact and interrelate in ways that are both meaningful and problematic This study s Christian TESOL teacher participants working overseas in Southeast Asia perceived explained and interpreted a variety of such connections within their lived experience As a result the beliefs practices nexus deserves to be further theorized researched and discussed Religious beliefs and human spirituality as foundational and enduring aspects of human thought and culture and thus of teaching and learning deserve a place at the TESOL table

Empowering English Language Learners Jeanne C.

DeFazio,William David Spencer,2018-06-13 Empowering English Language Learners showcases strategies of those who teach English as a second language in pre schools graduate schools secular public schools and private Christian schools What makes this book unique is the way each teacher evaluates teaching strategy through personal experience This book explains what works and what doesn t With additional contributions from Dean Borgman Julia Davis Jean Dimock Cherry Gorton Seong Park Olga Soler Virginia D Ward Gemma Wenger

Teaching English in Missions Jan Edwards

Dormer,2011-06-27 English teaching is common in missions today However there has been relatively little discussion on what constitutes effectiveness in English ministries This book aims to foster such discussion It first addresses issues of concern in English ministries and then suggests criteria for effectiveness considerations in teacher preparation and models for the teaching of English in missions Analysing Religious Discourse Stephen Pihlaja,2021-07-08 A comprehensive introduction to all the major research approaches to religious language from a variety of linguistic perspectives

English Language Teaching in Theological Contexts Kitty Barnhouse Purgason,2010-06-28 International students in North American seminaries struggling with academic work in English Seminary students around the world finding resource materials that are still only available in English Regional seminaries in Asia Africa and Europe educating people from many language backgrounds by offering instruction in English These and other factors are the primary reasons for this volume Trends in the field of Teaching English to Speakers of Other Languages TESOL have led to specialized English and pedagogy for areas such as business engineering hospitality and so on The time has come to acknowledge English for Bible and Theology along with specialized program design materials and instruction English Language Teaching in Theological Contexts explores various models for assisting seminary and Bible college students in learning English while also engaging in their theological coursework It features chapters by specialists from countries including the US Brazil Ukraine India the Philippines and Korea Part one of the book presents language teaching challenges and solutions in various places part two focuses on specific resources to inspire readers to develop their own materials

Christian Education ,1922 Counsels to Teachers, Parents, and Students Regarding Christian Education Ellen G. White,1913 **Indian Education** ,1908 Christianity and English Language Teaching KWAN-MEI. YU,2017-01-27 This dissertation Christianity and English Language Teaching Astudy of an English Conversation Class for Mainland Chinese Scholarsat an English speaking Church in Hong Kong by Kwan mei Yu was obtained from The University of Hong Kong Pokfulam Hong Kong and is being sold pursuant to Creative Commons Attribution 3.0 Hong Kong License The content of this dissertation has not been altered in any way We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation All rights not granted by the above license are retained by the author Abstract Abstract of the dissertation Christianity and English language teaching A study of an English conversation class for Mainland Chinese scholars at an English speaking church in Hong Kong submitted by Yu Kwan mei Christian English language teaching CELT has of late engendered increasingly heated debate within the English language teaching profession in present times of globalization Controversial issues involve ethical professional ideological and cultural aspects such as transparency accountability the respect for culture power integrity and values The Christian service perspective is criticized with Linguistic Imperialism views favouring critical pedagogy Critics note and politicize the ubiquity of evangelicals in the profession and call for reflection on and by these teachers Christian educators answer with models of professionalism interculturality critical thinking and Christian character Hong Kong poses an opportune research

site to address these issues recurrent in the two centuries since Western missionaries introduced the English language to China Ten teachers comprising native speakers and Chinese from an English conversation class for Mainland Chinese scholars in an international Anglican church participated in semi structured in depth interviews This qualitative ethnographic study explored teacher beliefs and their probable influence on practice The findings suggested that positive Christian teacher beliefs may be conducive to ethical altruistic faithful and professional practice More equitable and realistic re conceptualizations were posited for CELT whose pedagogy could find inspiration in the critical pedagogy theories vii DOI 10 5353 th_b3873293 Subjects English language Study and teaching Foreign speakers Christian education Christian teachers China Hong Kong Attitudes Evangelical Christendom ,1887 **The Missionary Herald at Home and Abroad** ,1887

The Missionary Herald ,1887 Vols for 1828 1934 contain the Proceedings at large of the American Board of Commissioners for Foreign Missions **The School Executive** ,1924 Today's Education National Education Association of the United States,1915 **The Watchman-examiner** ,1916

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