

Christian Faith and English Language Teaching and Learning

Research on the Interrelationship of Religion
and ELT

Edited by
Mary Shepard Wong, Carolyn Kristjánsson,
and Zoltán Dörnyei

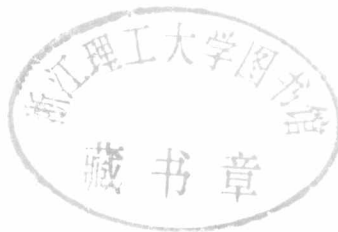


30809612

CHRISTIAN FAITH AND ENGLISH LANGUAGE TEACHING AND LEARNING

Research on the Interrelationship
of Religion and ELT

Edited by
Mary Shepard Wong
Carolyn Kristjánsson
Zoltán Dörnyei



 **Routledge**
Taylor & Francis Group
NEW YORK AND LONDON

First published 2013
by Routledge
711 Third Avenue, New York, NY 10017

Simultaneously published in the UK
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2013 Taylor & Francis

The right of the editors to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Library of Congress Cataloging in Publication Data

Christian faith and English language teaching and learning:
research on the interrelationship of religion and ELT/edited by
Mary Shepard Wong, Carolyn Kristjansson, Zoltan Dörnyei.
p. cm.

Includes bibliographical references and index.

1. English language—Study and teaching—Foreign speakers.
2. English language—Religious aspects. 3. Language in missionary work. 4. English teachers—Religious life. I. Wong, Mary Shepard.
- II. Kristjansson, Carolyn. III. Dörnyei, Zoltán.

PE1128.A2C479 2013

428.0071—dc23

2012016838

ISBN: 978-0-415-89895-9 (hbk)

ISBN: 978-0-203-33773-8 (ebk)

Typeset in Bembo and Stone Sans
by Florence Production Ltd, Stoodleigh, Devon

CHRISTIAN FAITH AND ENGLISH LANGUAGE TEACHING AND LEARNING

This book ushers in a tradition of research on faith-based teaching that future generations of teachers and researchers can build upon . . . As language teachers are now open to making space for their values in classrooms and schools, they will need research knowledge on effective and appropriate modes of application. The conversations this book generates should go beyond the faith-based community and inspire the whole profession to systematically study the ways in which faith and values of diverse traditions can shape learning.

A. Suresh Canagarajah, *From the Foreword*

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.

Mary Shepard Wong is Professor of TESOL and Director of the field-based and online graduate programs in the TESOL Program at Azusa Pacific University, USA.

Carolyn Kristjánsson is Associate Professor at Trinity Western University, Canada.

Zoltán Dörnyei is Professor of Psycholinguistics in the School of English Studies at the University of Nottingham, UK.

To our supportive spouses

Sam Wong, Indriði Kristjánsson, & Sarah Dörnyei

and children

Laura & Vikram Ravinder, Justin Wong

Linda Marie & Jonathan Kristjánsson

Aaron & Benny Dörnyei

and the One who unites us all

CONTRIBUTORS

1. Bradley Baurain, University of Nebraska-Lincoln (USA)

Bradley Baurain has taught in China, the US, and Vietnam, and is currently a Ph.D. candidate at the University of Nebraska-Lincoln. He has published in *JLIE*, *TESOL Journal*, the *Journal of Aesthetic Education*, *Education and Culture*, and has books with TESOL (2010) and Emerald (2011).

2. Tasha Bleistein, Azusa Pacific University (USA)

Tasha Bleistein is Assistant Professor of TESOL at Azusa Pacific University and is finishing her doctorate in Intercultural Education at Biola University. She lived overseas for 11 years. She has published book chapters and journal articles, including an article in *TESOL Quarterly*. Her research interests include intercultural professional development and teacher training.

3. A. Suresh Canagarajah, Pennsylvania State University (USA)

Suresh Canagarajah is Erle Sparks Professor in English and Applied Linguistics at Pennsylvania State University. He is the former editor of *TESOL Quarterly*, past president of the American Association for Applied Linguistics (AAAL), and has numerous publications related to ELT. He has been the plenary speaker at numerous secular as well as Christian professional academic language conferences.

4. Letty Chan, University of Nottingham (UK)

Letty Chan is a doctoral candidate in Applied Linguistics in the School of English Studies at the University of Nottingham, UK. Her current research interests include the L2 Motivational Self System, faith and L2 identity, the use of imagery in the L2 classroom, and Dynamic Systems Theory.

5. Peng Ding, Xi'an Jiaotong-Liverpool University (PRC)

Peng Ding obtained her Ph.D. at the University of Nottingham and is currently working as Lecturer of Applied Linguistics in the Department of Languages and Culture at Xi'an Jiaotong-Liverpool University, Suzhou, China. Her research interests and publications include L2 motivation, teacher enthusiasm, cross-cultural communication and Higher Education (HE) internationalization.

6. Zoltán Dörnyei, University of Nottingham (UK)

Zoltán Dörnyei is Professor of Psycholinguistics at the School of English Studies, University of Nottingham. He has published widely on SLA and is the author of several books, including *Research Methods in Applied Linguistics* (2007, Oxford University Press) and *Teaching and Researching Motivation* (2nd ed., 2011, Longman, with Ema Ushioda).

7. Carolyn Kristjánsson, Trinity Western University (Canada)

Carolyn Kristjánsson is an Associate Professor of Applied Linguistics at Trinity Western University in British Columbia Canada. Her publications include work on theological influences in Freirean thought and research on identity and interpersonal dynamics in church-sponsored English language programs and online graduate education in TESOL.

8. Magdalena Kubanyiova, University of Birmingham (UK)

Maggie Kubanyiova is Lecturer in Educational Linguistics in the School of Education, University of Birmingham, UK. She is author of *Teacher Development in Action: Understanding Language Teachers' Conceptual Change* (2012) and her research has been published in the *Modern Language Journal*, *Language Teaching Research*, *TESL-EJ*, and in several edited books.

9. Elfrieda Lepp-Kaethler, Providence College & Seminary (Canada)

Elfrieda Lepp-Kaethler is Assistant Professor of TESOL at Providence University College and Seminary in Otterburne, Manitoba, Canada. In addition to her work as a teacher educator, she co-authored the *Faith Series*, a Bible-based English language curriculum for adults. She is also a doctoral student at the University of Nottingham, UK.

10. Michael Lessard-Clouston, Biola University (USA)

Michael Lessard-Clouston is Associate Professor of Applied Linguistics and TESOL, Cook School of Intercultural Studies, Biola University (La Mirada, California). His research interests include corpus linguistics, second language acquisition, and vocabulary teaching, and his recent publications appear in the *CALR Linguistics Journal* and the *Journal of English for Academic Purposes*.

11. Michael Pasquale, Cornerstone University (USA)

Michael Pasquale is Associate Professor of Linguistics and Director of the MA TESOL Program at Cornerstone University (Grand Rapids, MI). He earned his Ph.D. in Linguistics from Michigan State University specializing in sociolinguistics and applied linguistics.

12. David I. Smith, Calvin College (USA)

David I. Smith is Professor of German and Director of the Kuyers Institute for Christian Teaching and Learning. He is Editor of the *Journal of Education and Christian Belief* and the *Journal of Christianity and Foreign Languages*. His most recent book is *Teaching and Christian Practices: Reshaping Faith and Learning* (Eerdmans, 2011).

13. Don Snow, Shantou University (PRC)

Don Snow has an MA in English (TESOL) from Michigan State University, and a Ph.D. in East Asian Language and Culture from Indiana University. He has taught in China and the US, and is currently Director of the English Language Center at Shantou University. He is the author of several books.

14. Ema Ushioda, University of Warwick (UK)

Ema Ushioda is an Associate Professor in Applied Linguistics at the University of Warwick. Her research interests are language motivation, autonomy, and socio-cultural theory. Recent publications include *Teaching and Researching Motivation* (2010, Pearson, co-authored by Z. Dörnyei) and *Motivation, Language Identity and the L2 Self* (2009, Multilingual Matters, co-edited by Z. Dörnyei).

15. Shu-Chuan Wang-McGrath, University of Missouri-St.Louis (USA)

Shu-Chuan Wang-McGrath received her doctoral degree in Composition & TESOL at Indiana University of Pennsylvania. She was an assistant professor in the Department of Applied English at Ming-Dao University and then in the Department of Foreign Languages at National Quemoy University in Taiwan. Currently, she is teaching at the University of Missouri-St.Louis.

16. Mary Shepard Wong, Azusa Pacific University (USA)

Mary Shepard Wong is Professor of TESOL and Director of the online and field-based TESOL graduate programs at Azusa Pacific University. She has taught for three decades in the US and abroad, conducted research on the role of faith and teacher identity formation, and published with Cambridge University Press and Routledge.

17. Shuang Frances Wu, Azusa Pacific University (USA)

Shuang Frances Wu is Global Learning Faculty at Azusa Pacific University. She received her early and undergraduate education in China and holds a Ph.D. in

Higher Education Policy and Organization. Her research interests include curriculum internationalization, foreign language education, and the role of experiential learning in intercultural competency development.

ABBREVIATIONS

ACU	American Christian University (Pseudonym)
CCCU	Council for Christian Colleges and Universities
CETC	Christian Educators in TESOL Caucus (dissolved July 2008)
CLP	Christian Language Professional
CPCA	Chinese Patriotic Catholic Association
DMIS	Development Model of Intercultural Sensitivity
DST	Dynamic Systems Theory
EFL	English as a Foreign Language
ELP	English Language Program
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
GPI	Global Perspective Inventory
HE	Higher Education
IBLP	Institute in Basic Life Principles
ICU	Indonesian Christian University (Pseudonym)
IRB	Institutional Review Board
KCEF	King Car Education Foundation
L2	Second Language
MOE	Ministry of Education
NEST	Native English Speaking Teacher
NNEST	Non-Native English Speaking Teacher
NS	native speaker
SETs	Schweitzer English Teachers
SLA	Second Language Acquisition
TAMS	Text Analysis Markup System

TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TESOL	The professional organization of TESOL, now called TESOL International Association
TET	Taiwanese English teachers
TOEFL	Test of English as a Foreign Language
TSPM	Three-Self Patriotic Movement
TTP	team teaching pattern

ACKNOWLEDGMENTS

We would like to thank the following people who supported us in compiling this volume. Mary would to thank her Dean, Dr. David Weeks, and Chair, Dr. Richard Robison, for their encouragement and for providing release time for research and writing. Mary also wishes to thank the participants in her study for their time and insights and the students in her MA TESOL classes who have helped her explore the connections of faith and teaching.

Carolyn wishes to thank Dr. Bill Acton, her Program Director and Dean, for his enthusiastic support of this project and her colleagues at Trinity Western University for their interest in her work. She would also like to thank Dr. Earl Stevick for his enduring friendship and his inspiring example of integrity and authenticity as a follower of Christ and a scholar of language education.

Finally, we would all like to thank Naomi Silverman whose constant encouragement and wise guidance supported us throughout the process of compiling this volume.

PREFACE

This anthology contains chapters that describe data-driven 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 seeks to help those involved in language teaching education to understand how the faith of stakeholders comes to bear on the learning and teaching of English and other languages. Contributors are researchers and practitioners who hold a diversity of beliefs about the influence of Christianity on language teaching and learning.

The volume begins with a foreword by Suresh Canagarajah, who discusses the seemingly conflicting approaches to research and faith, and asks why and how Christian scholars might undertake research on faith and teaching and learning. The book is framed by an introduction and a conclusion written by the three co-editors who seek to encourage rigorous research on Christianity and SLA as well as faith and ELT. Research chapters are organized in three parts: Christian faith and (1) language teacher identity; (2) the English language learning context; and (3) motivation and L2 learning process. Each part concludes with a summary/response chapter by a notable scholar who highlights the common themes in the chapters, makes connections to relevant theories, and raises questions for further inquiry. A set of discussion questions is provided at the end of each part to facilitate discussion, encourage reflection on theory and practice, and to promote and improve research in the area of faith and SLA/ELT. The final part contains the conclusion and a substantial list of relevant resources thematically organized into fourteen bibliographies.

This book will be of interest to various groups of people, including education administrators, language policy makers, scholars, and researchers in the fields of TESOL, TEFL, and modern language teaching, as well as teacher educators,

classroom teachers, and graduate students in these disciplines. The wide network of faith-based higher education institutes worldwide should also find this volume of great interest as a source of new insight on the interface of faith and language teaching and learning. Due to its data-based nature, the book provides a valuable textbook option for research and second language acquisition courses as well as offering perspectives that will be of interest in sociolinguistics courses and other areas of applied linguistics. The studies represented in this anthology have been conducted in numerous countries by scholars and practitioners from a variety of regions, resulting in a volume that has broad international appeal. The three editors alone hail from the US, Canada, and the UK with background and experience in China, Iceland, Brazil, and Hungary.

FOREWORD

A. Suresh Canagarajah

For some readers of this book, faith and research perhaps do not go together. Faith is subjective and academic research is objective. Faith is committed and research is dispassionate, even skeptical. Faith is about absolutes and research is context-sensitive. Why and how would Christian scholars undertake research on faith and teaching and learning?

Before we answer that question, we have to reconsider our assumption that research is value-free. The difference values make in research should be clear for those who compare studies on faith-based teaching by secular and Christian scholars. Though research in ELT/SLA by faith-based scholars is somewhat new, our professional journals already have a couple of studies by secular scholars. However, I have always felt that there was something lacking in this research. The assumptions researchers brought to their projects led to certain distortions. Despite the best efforts of these well-respected scholars, their assumption that religions are fundamentalist, faith-based teaching is aimed at converting students, faith cannot be reconciled with reason, and religion motivates intolerance led to distortions in their findings. Often, they were unable to listen to the complex voices of faith-based teachers who attempted to articulate nuanced positions on the way faith and teaching came together for them. Such studies have only impressed upon me how erroneous it is to think that research is totally dispassionate and disconnected from values. Now, in the post-positivist period in the academy and society, people are more willing to consider the ways our values shape our scholarship and research.

Some may even go to the extent of treating values as enabling and enlightening in many contexts, opening our eyes to realities we may not otherwise see. This point comes out strongly in the chapters in this volume. These researchers bring a different set of assumptions to their data and subjects. As they bring an insider

perspective on faith-based teaching and learning, the voices of teachers and students make different sense to them. The aim of these researchers is not only to critique faith-based teaching and examine the influence of faith on motivation and learning, but also to enhance it through analysis. They are not motivated by the utter irreconcilability of faith and pedagogy, but the complex interconnections between them. Their objective is not to exclude faith-based teaching from the profession, but to explore ways of making learning and teaching more holistic, rich, and empowering for everyone. They also bring an insider perspective on certain practices and motivations that those outside the faith may not always possess. All these features give a different value and significance to the research represented in this book. Readers will hopefully appreciate the importance of insider-research approaches, such as autoethnography, action research, participation observation, and narrative study.

Does all this mean that values-based research is subjective and unreliable? Would researchers in this tradition display a reverse bias in favor of their pedagogical practices when secular researchers are skeptical? There are new practices and principles that give validity to research, which the research methodology alone cannot guarantee. It is not the purity of the data, dispassionate researcher stance, or validity of the methodology that makes a research study reliable. Post-positivist researchers consider other principles, such as: making their research practices and assumptions transparent; triangulating their findings through multiple data sources, including others' research findings; being very disciplined in obtaining and recording their data; conducting rigorous, repeated, and close analysis of their data; and interpreting their findings from diverse angles and possibilities. Readers will be impressed with the care with which these researchers analyze their data and contexts.

Should readers expect to see only one point of view emerging from these studies, evidence that faith-based teaching and research do not have room for disagreement and debate? If spirituality is absolute, there is no room for a diversity of perspectives. What this book shows is that faith-based teachers and researchers can disagree on significant issues. The editors have adopted the wise strategy of inviting response essays on the chapters in each section. The respondents bring out some of the tensions and differences in the studies and re-theorize them to develop alternate perspectives. The connection between faith and teaching is not simple or self-evident. This is a creative activity that requires imaginative application. It is also a risky enterprise, as the pedagogical strategies one adopts may have a range of outcomes, not always consistent with one's faith. It may be of relative merit, as pedagogical strategies can have varying degrees of relevance to spirituality and varying depths of significance. The connection between faith and pedagogical practice can also be very contextual, as what is meaningful in one social or cultural context may not be relevant in another. We must remember that practice is not passively dependent on faith, to be translated in a one-sided way. There is a place for practice to further explore the diverse dimensions

of one's faith. For all these reasons, it is reasonable for faith-based teachers and researchers to disagree. These are also important reasons why faith-based researchers should analyze their data with objectivity and rigor, and not let their starting assumptions dictate their findings. In research, as in teaching, we should be open to the interplay between values and practice, allowing ourselves to be surprised by new revelations that often we recognize as nothing but divine!

This book will have tremendous significance for faith-based professionals as they develop more effective and consistent pedagogical practices. It ushers in a tradition of research on faith-based teaching that future generations of teachers and researchers can build upon. There is value in developing our pedagogical traditions on well-researched and well-documented knowledge, moving them beyond the level of informal shared knowledge. The book will also have value for the larger profession. As language teachers are now open to making space for their values in classrooms and schools, they will need research knowledge on effective and appropriate modes of application. The conversations this book generates should go beyond the faith-based community and inspire the whole profession to systematically study the ways in which faith and values of diverse traditions can shape learning.