



Letter from the President

Dear CELEA Members,

Welcome to the CELEA Community!

As many of you are new to the CELEA organization. I'd like to take this opportunity to share a little bit about CELEA: who we are, our aims, and what we do. You can read more about these things on page 03. The Christian English Language Educators Association currently has 298 members from all over the world. Our members are engaged in the English language teaching community in a wide variety of roles, such as church-based and community ESL teachers, K-12 classroom teachers, missionaries, teacher trainers, program administrators, and university students and professors. The current Board members, who meet monthly and serve for 3-year terms, are listed on [this webpage](#). I would like to acknowledge recent past board members who have made significant contributions: Michael Lessard-Clouston, Heather Snavenly, Amanda Dago, and Alexa Sacramento.

CELEA exists because, in 1984, a group of people identified the need for Christian English language teachers to gather and support each other. They cared enough to articulate the rightful place that faith has in the English language teaching profession, as Jan mentions on page 4. We are indebted to the many who have invested in the CELEA community.

As the current CELEA president, it is a tremendous privilege to partner with the board and the entire CELEA community to carry on with the legacy of creating spaces for Christian English language teachers to meet, interact, challenge each other, and grow. I am grateful to God for this group and the work He is doing through it.

We are all the better because you are a part of this community.

Soli Deo gloria,
Dana Saito-Stehberger



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"Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding."

WILLIAM ARTHUR WARD



Letter from the Editors

BY HANNAH COLE & CORTNIE BROOKS

Dear CELEA Family,

We are thrilled to present the newly-formatted CELEA News, thanks to the skills and expertise of Cortnie Brooks, who will be continuing as the Editor of CELEA Newsletter.

In this issue, we are pleased to share a creative teaching idea from high school teacher Kevin Kelsey and a reflection on teaching abroad by university student Leah Holtz.

We are proud to feature a snapshot of both the virtual and in-person 2023 CELT Conferences. Together, presenters created a rich pool of EL teaching experiences and knowledge. Each year, these conferences seem to grow in their wealth of global representation. We thank God for the opportunity to connect with like-minded brothers and sisters who share similar callings!





What is CELEA?

The aim of the Christian English Language Educators Association (CELEA) is to strengthen the community of Christian English language educators and to provide resources for their professional and spiritual growth and development.



Interested in creating a CELEA group?
Let us know by clicking [this link](#) and filling out the form.

Learn more about our current CELEA Groups being offered:

[Theological Writing Group](#)

[Mentorship Group](#)

[Community-based ESL Group](#)



2023 Earl Stevick Award Winner

The Nominating Committee was unanimous in the selection of Dr. Jan Dormer for the 2023 Earl W. Stevick Award.

Dr. Dormer has taught English around the world, including in Brazil, Indonesia, and Kenya. Currently, she serves as the Program Director and Professor of TESOL at Taylor University, where she coordinates all TESOL programs, including TESOL Certificate, TESOL Minor, and ENL/ESL Licensure for K-12 education. Dr. Dormer holds an EdD in Curriculum, Teaching and Learning in TESOL from the University of Toronto and an MA in TESOL from Ball State University. She has written several books. *ELTbasics* is her newest publication through TESOL Press. She has written extensively for both secular and faith-based publications.



Dr. Dormer was nominated by former students from Messiah University, who described how Dr. Dormer's instruction was transformative not only for them personally but also for the institution in which they found employment. Dr. Dormer's mentorship and in-person visits led to shifts in perspective that helped to modernize the approach and inspire the faculty of the Christian Bilingual University of Congo.

Anyone who meets Dr. Dormer is quickly embraced and welcomed with a warm smile. Her joy, integrity, and humility are evidence of the Holy Spirit's vibrant presence in her life. Those who have the opportunity to meet Dr. Dormer find themselves conversing with a giant in the field of TESOL who remains winsome and approachable.

The Nominating Committee believes that Dr. Dormer is a tremendous example of the ways in which Dr. Earl Stevick approached teaching, mentoring of teachers, scholarship, service, and living out the life of Christ in this profession.



Jan, with two of her Brazilian mentees, Adriana (L) and Carol (R)

More publications and resources by Jan Dormer:

- [*Teaching English in Missions: Effectiveness and Integrity*](#)
- [*ELT Basics: A Beginner's Guide to English Language Teaching*](#)
- [*Language Learning in Ministry: Preparing for Cross-Cultural Language Acquisition*](#)
- [*What school leaders need to know about English learners*](#)
- [*Teaching English for reconciliation: Pursuing peace through transformed relationships in language learning and teaching.*](#)
- [*TESOL Tools website*](#)



Earl Stevick Award Reflection

BY JAN DORMER

I am humbled and grateful to be this year's recipient of CELEA's Earl W. Stevick Award. Thank you to those who nominated me and to the nominating committee for selecting me for this great honor. Reflecting on this award, I am struck by the importance of mentorship in our field and the debt I owe to those who invested in me. I was not privileged to know Earl Stevick, but I have learned through his writings and have been influenced by those whom he impacted.

One such person is Kitty Purgason. In the 2021 spring issue of CELEA Newsletter, she highlights some important history in our field of Christian English Language Teaching. She recalled the 2003 opinion piece that Julian Edge wrote in *TESOL Quarterly* criticizing missionary work in TESOL and her response to that article. She further shared that Earl Stevick had previously engaged with Edge on this topic, paving the way for dialogue.

My own professional journey was influenced by these events. When Edge's 2003 piece came out, I was a missionary in TESOL in Brazil and felt personally attacked and demeaned. In fact, I composed a harsh and not very professional response, which thankfully I had enough sense not to submit. Then Kitty's response came out. She said so much more graciously and professionally what I had wanted to say, and I began to learn what Christian, professional interaction should look like. I was elated when Kitty reached out to me to write chapters in her book *English Language Teaching in Theological Contexts*, and then invited me to co-present a session at TESOL. That started me on a journey of writing and professional involvement.

Michael Lessard-Clouston also spoke into my journey. He brought me into CELEA leadership as editor of CELEA Newsletter, and mentored me as I learned that role. He has remained one of the voices that I want to hear from when I need advice or perspective. And his example of recognizing and encouraging those not as far along in their TESOL journeys, facilitating their involvement and professional growth, has been an inspiration to me as I mentor others.

Don Snow was another who invested in me and encouraged me through my first book project, *Teaching English in Missions: Effectiveness and Integrity*. His willingness to engage in extended dialogue with me on several topics, especially the issue of transparency in Christian TESOL endeavors, helped me immensely. He invested in a second round of similar dialogue as Cheryl Woelk and I wrote our book, *Teaching English for Reconciliation: Pursuing Peace through Transformed Relationships in Language Learning and Teaching*.

There are many others who have encouraged me, nudged me, and provided me with opportunities. Now it is my great privilege to see some of my former students and mentees actively mentoring others. Cele is mentoring Mustafa. Megan is mentoring Sofie. Hope is mentoring Lindsay. And so on.

If you have some experience to share, reach out and mentor. If you are just starting out in this field, reach out to others for support and direction. Consider engaging through [CELEA's Mentorship Special Interest Group](#). No matter how you do it, seek to learn from and speak into the lives of others. Jesus' twelve mentees changed the world, we can similarly impact God's kingdom work through TESOL.



Promoting the Local Language as a Treasure, Not a Barrier

BY LEAH HOLTZ

I recently completed an internship in the Middle East as part of my studies to become an English language teacher. Through my interactions with my adult learners, I witnessed first-hand the seeming desperation of young locals to learn English. One of my students even referred to English as his “only hope.” The local language of the region I was teaching in was not endangered or marginalized, as it boasts over 30 million speakers. Nevertheless, as I sat in my capstone course debating the issue of language death with my peers, I realized the way we promote the English language in our classrooms can influence our students’ attitudes toward their own language.

While students may see English as a step to a brighter future, they may also start to see their local language as irrelevant or even as a hindrance. I’d like to share a summary of some of the solutions that came out of the discussions I had with my classmates in our Ethics in TESOL class. I hope these suggestions will help to shine light on the importance of encouraging learners to see their language as a valuable part of their lives.

Teach English as a complementary language

In many parts of the world, English is seen as the golden ticket to a brighter future. Students may associate the language with the advancement of technology and science in Western nations (Anjanillah et al., 2021). During my internship, I encountered many students who expressed that English was the key to their success in one way or another. While we encourage our students to embrace the English language, we can also encourage them to see the value of their local language. We can do this by having our classes brainstorm why their own language is valuable and write about what makes it significant. We have a unique opportunity as language teachers to promote English as a complementary language, one that exists alongside local languages rather than one that displaces or diminishes (Anjanillah et al., 2021).

While encouraging our students to embrace the English language, we can also encourage them to see the value of their local language.





Show interest in students' language and culture

The English language classroom is a great place to celebrate the God-given diversity of culture and language. During my internship, I began the practice of taking the last few minutes of class to learn a word or phrase in my students' language. The students would argue how to use or pronounce the word and enjoyed seeing me struggle with a foreign language as they do. They tested me on subsequent days and helped me build my vocabulary. Even though I knew I would not be using this language anytime in the near future, I recognized it not only as a way to relate to my students but also as a way to show them that their language was worth learning. If we provide opportunities for our students to write or present about their culture and language in the classroom, it is an opportunity to attribute value to their language (B. Kumaravadivelu, 2003).

Utilize English as a tool for advocacy

English can be a tool to advocate for the preservation of already marginalized languages. Learners may already recognize the need to preserve their language, or they may need encouragement to see this important issue (Crystal, 2000). Through the use of English videos or texts, English teachers can draw their student's attention to all that is lost when a language dies, such as historical records, medicinal information, or traditions (Stern, 2015). English can act as the medium through which students may advocate for their language, both in class or on the internet, taking advantage of the worldwide English-speaking community to reach far and wide. Students are empowered by learning how English opens up a new venue to share their own language and culture.

I hope that wherever we may work, we will honour the local language, remembering that God's creativity is worth preserving.

Educate yourself on relevant history

Of course, not all learners associate English with future opportunities. For some it represents the language of colonization (Mahboob, 2009). Generational trauma may exist from the time when colonial authorities forced them to learn and use English. Some students may then struggle to be motivated to learn English if they associate it with conflict and oppression. Therefore, it is important to be aware of and acknowledge these potential attitudes in order to emphasize that English can play a different and more beneficial role in their lives, rather than playing an oppressive role (Anjanillah et al., 2021). Once they've recognized this, English may then be used as a beneficial tool in students' lives.

As English teachers, we have the unique opportunity to pour into our students' futures, as well as the future of their language. I hope that wherever we may work, we will honour the local language, remembering that God's creativity is worth preserving.



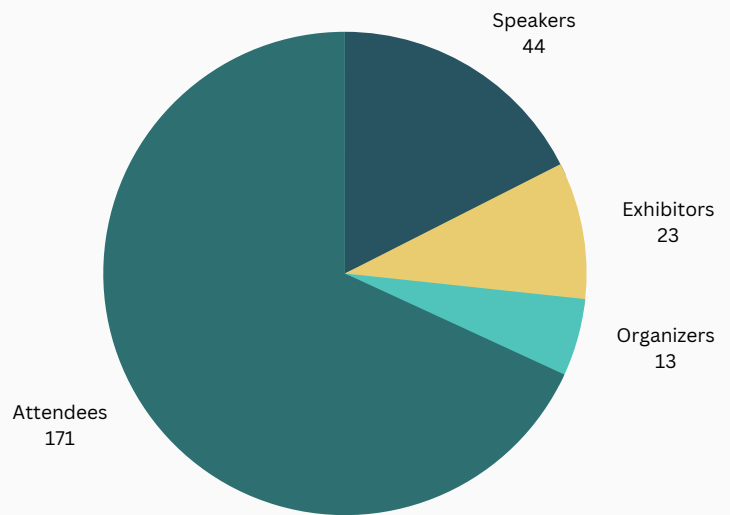
Snapshots from the Conferences

172 Attendees Total

 In-person  Online



Overall Participation



16 Nations Represented

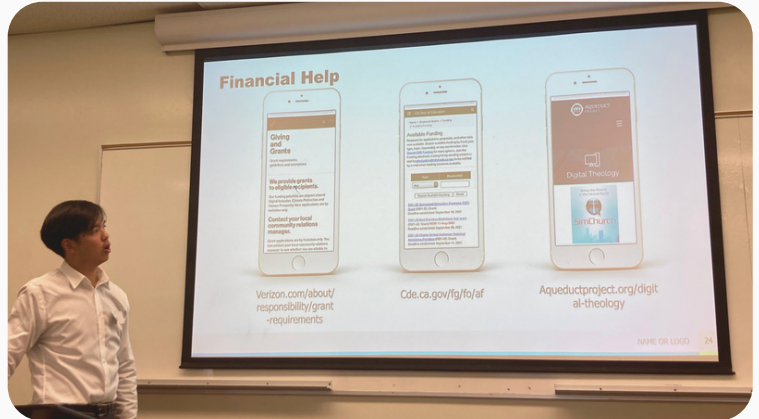




CELT in Portland, Oregon



Gathering around tables and sharing stories



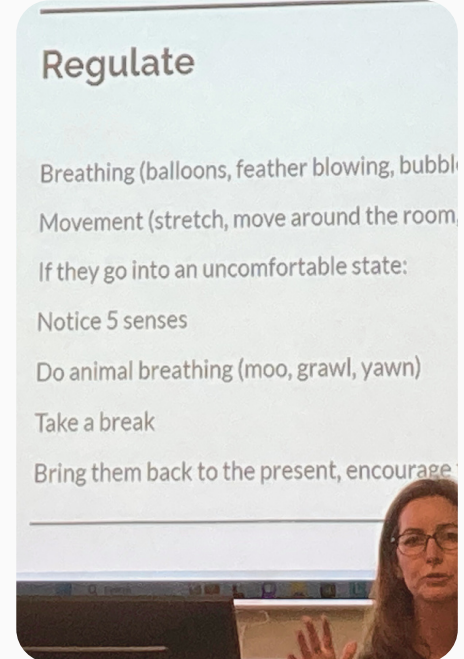
Opening the Doors of Immersion through Virtual Reality in the EFL Classroom with Joshua Kim



Very Short Texts in Multi-level Classes with Kitty Purgason



The Panel Discussion with Dr. Jan Dormer, Dr. Karen Fancher & Dr. Amie Sarker



Caring for the least of these through Trauma-Informed Pedagogy with Anne York-Herjeczki



2023 Virtual CELT Presenters



Adriana Garcia



Alan Seaman



Albert Maganaka



Alisha Blier



Amitha Gone



Anita Tamnang



Anne York-Herjeczki



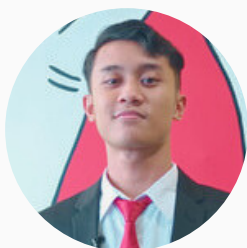
Celestin Mukirania



Cheryl Woelk



Cynthia Kilpatrick



Daniel Nugroho



David Head



Derek Chinn



Erin Debora



Gordon Moulden



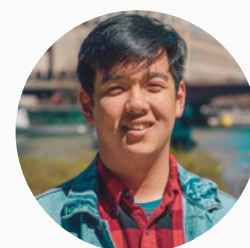
Jan Dormer



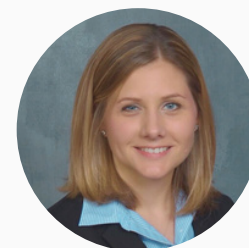
John Liang



Joshua Detherage



Joshua Kim



Katie Welch



2023 Virtual CELT Presenters



Kitty Purgason



Kristyn Kidney



Marilyn Reedy



Mary Shepard Wong



Maxine Pond



Meicky Panggabean



Melina Gallo



Michael McDougle



Michael Pasquale



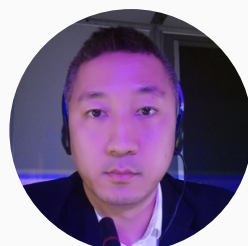
Minyang Hong



Neng Priyanti



Rofita Simamora



Shouzhao Hou



Stella Millikan



Sticking to the Task: Sports Stickers for Student Motivation and Engagement

BY KEVIN KELSEY

A shout of excitement started in the back of the classroom, rising to a crescendo. “Oh, OH, OHHH!” Franco came bursting out of his seat in the back row, and sprinted up the aisle to the front of the room, hands on his head in a mixture of incredulity and exuberance. He was yelling at the top of his lungs. It was a celebration matched only by the most passionate soccer fan whose team wins a crucial match on a last-second goal. Under normal circumstances, this behavior would be highly inappropriate. However, Franco’s outburst was exactly what I had hoped for on the first day of the “Panini Project.”

Like many educators who are passionate about their craft, I spent time last summer anticipating the start of a new school year. I am a high school ESOL teacher who is privileged to work with amazing youth from all over the world. Many of my students are, in fact, passionate soccer fans. Knowing that the 2022 FIFA World Cup would be happening in November and December—the middle of our school year—I wanted to take advantage of the attention the tournament would garner among my students, and somehow incorporate their interest into my classroom management and curriculum plans. Enter the Panini World Cup stickers.



Since 1970, Italian trading card and sports memorabilia company Panini has produced a sticker album featuring the players for all national soccer teams participating in the World Cup. These beloved stickers are hugely popular in other countries and are collected by both children and adults, including many of my students and their family members. Sticker trading was bound to break out in my classroom. Why not use this to help drive motivation and engagement?

Since I, like most teachers, am on a limited budget and my yearly school-board-provided expense account does not include reimbursement for sports collectibles, I decided to put together a flier for the project to raise awareness and funds. Sticker boxes contain 50 packets of 5 stickers. The boxes retail for \$60, and a packet of 5 stickers retails for \$2. I sent the flier to family members and asked if they could sponsor a box or a specific number of sticker packs. Various supporters pitched in to raise a total of \$300, enough to purchase six boxes (I found a deal online that allowed me to purchase the boxes at \$50 each).



For many students, this was their first time opening a pack of World Cup soccer stickers. One student from Japan, who was uninterested in these stickers based on a pre-project survey I conducted, exclaimed upon opening his packet: “Wait, this is actually really fun!” Other students who were collecting the stickers for themselves or family members were amazed to be opening packs of Panini stickers in school. “My friends back in my country are so jealous, Mr. Kelsey!” one of them told me. “They can’t believe a teacher has given each of us a pack of stickers!”

Once students opened their pack, they were required to log their five stickers and choose one of the countries represented in their pack to begin working on a Google Slides research and presentation project featuring that country. Two caveats, though: students could not do their project about their home country or the United States (if stickers from either country happened to be in their pack), since they would likely have extensive knowledge about both.

They can’t believe a teacher has given each of us a pack of stickers!

My students were successfully engaged in the Google Slides research and presentation project. They appreciated the stickers, yes, but in the post-project survey they were overwhelmingly positive about the opportunity to learn about a new country and give an oral presentation showing the fruits of their research. For many of my students, this was their first oral presentation in English and, although they were nervous, they saw it as a wonderful chance to improve their English and grow in their skills. It was proof of what Brown & Lee note: “Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learners: The learners perform the task because it is fun, interesting, useful, or challenging, and only secondarily because they anticipate some cognitive or affective rewards from the teacher” (Harmer, 2015, p. 72).

Since the conclusion of the project, I have shifted to using the remaining sticker packets as rewards for positive student behavior and achievement. Every time one of my students earns a packet, a group of other students crowd around to see what stickers the pack will reveal. In my classroom since November, Panini World Cup stickers have been placed in students’ personal albums, stuck on the back of cell phone cases, given to friends and family members, or traded with other students. They have been a memorable part of my classroom culture!





One might ask, “What about female students or students who aren’t interested in soccer? Aren’t the World Cup stickers only interesting for male students?” First, I was surprised by how many of my female students were excited about the stickers for the men’s World Cup. Some of my most enthusiastic and avid sticker collectors were girls! Second, the 2023 FIFA Women’s World Cup is happening this summer and Panini will likely be making a sticker album for that tournament, as they have created albums for the previous three competitions. Third, sticker albums are produced for other major sports and professional leagues like the NBA, MLB, and NFL. Depending on your students’ demographics, other albums may be more engaging. The point is “to make the materials and activities we are using relevant to our students’ lives and interests” (Harmer, 2015, p. 93).

As English language educators, we know that intrinsic motivation is the most important factor for our students’ long-term language growth and success. However, we should not discount the power of extrinsic motivators. “One attitude that would be useful is to recognize that such extrinsic drives are not necessarily ‘bad’ or harmful, and your job may be to capitalize on such factors through your own innovations” (Brown, 2014, p. 169). In my experience, using sports stickers is a tried and tested way to increase student motivation and engagement.

Sparking Joy in the Classroom

BY CORTNIE BROOKS

Building community, one lesson at a time. This has been our motto since Day One. My teachers spend their days planning lessons for our multilingual classes and preparing activities that engage the minds and bodies of our learners.

A majority of our students are from South and Central America. They made the harrowing journey north to seek refuge at our southern border. And somehow, they ended up in our classroom as our students.

While I know they come for English class, they have stayed because of relationship. In a recent class, we learned how to make Venezuelan arepas and Ukrainian piroshki. We are actively working on cultural pieces from our friends’ countries to build a better sense of community.

I just wanted to share with you the pieces of joy that have been sparked in our lessons. May these photos spark joy in you as well.



Shopping at a local market for supplies



Making Venezuelan arepas



Making Ukrainian piroshki



References

Promoting the Local Language as a Treasure, Not a Barrier

By Leah Holtz

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Leah recently graduated with a BA in Applied Linguistics: TESOL at Briercree College and Seminary. Her love for culture and language drives her to continue learning from her students.

Sticking to the Task: Sports Stickers for Student Motivation and Engagement

By Kevin Kelsey

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Kevin Kelsey is an M.A. TESOL graduate of Biola University ('19) and currently teaches in and chairs the ESOL department at Gainesville High School (GHS) in Gainesville, FL. Prior to his work at GHS, he taught adult ESOL students at Santa Fe College, and also served in pastoral and cross-cultural ministry.