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Letter from the President: *David Broersma*

Greetings CELEA Members!

I am happy to greet you for the first time as president of CELEA, even though we were not able to have a face-to-face meeting in Denver to initiate the transition. One of the distinctives of our community, however, is that we are spread all over the globe, and as a result, we are already ahead of the curve in terms of finding technological solutions for communicating across borders.

Shoshannah Hernandez and the rest of the CELEA Board have done a terrific job this past year helping us to move forward as an organization and strengthening our ability to serve as a global community of disciples. We look forward to continuing our mission in the coming year.

This newsletter reveals the new CELEA logo, and although we have not changed our vision for the organization, we would like to see this new logo as representative of our desire to constantly be looking for new ways that we can serve our members and provide encouragement, resources, and support.

I have never found a better community than English teachers with a faith commitment, and I am looking forward to getting to know more of our members this year. If you are aware of resources or you have ideas that could benefit our members, please let me know at [<dbroersma@leeuniversity.edu>](mailto:dbroersma@leeuniversity.edu).



All the best,

David Broersma

Letter from Past-President *Shoshannah Hernandez*

I am writing this letter on a day that all of us envisioned much differently just a few short weeks ago. By now, a lot of plans have been canceled, important celebrations delayed, gatherings postponed. In this time of waiting and not being able to gather together as we would like, my word of encouragement to you is that we all have a hope that is never uncertain. In the most turbulent waters and gloomiest of days, we have an anchor for our souls, which is steadfast (Hebrews 6:19). And nothing, not even the fears for today or worries about tomorrow, can separate us from the love of our Father (Romans 8:38-39).

Our decision to cancel the CELT conference this month was not difficult in the sense that the CELEA Executive Board knew it was the right decision. However, it was disappointing. I was looking forward to gathering with many of you to share the exciting developments CELEA is making, to hear about the ways our Father has been at work in your lives, and to encourage one another as we continue fighting the good fight every day in our classrooms and communities. The amazing thing about the world we live in today, however, is that we can still do those things with the technology we have at our fingertips.

In this newsletter, we'll share the updates that we were planning to share in person at the CELT conference in Denver and allow teachers currently in the field to explain how they are utilizing technology. Many of us teach or participate in online programs that haven't been drastically impacted by social distancing because we teach and learn from a distance on a regular basis. We have the Faith in English Language Teaching Professional Learning Network (PLN) through www.tesol.org that we can all utilize to virtually share experiences, seek advice, and encourage one another. And the CELEA website is regularly updating the web resources for teaching available there as well. So while I miss the face-to-face interaction just as much as all of you, I am thankful that we live in a world with the technological capabilities that allow us to stay in touch, continue to teach, and continue to share the love and hope we have in Him.

My prayers for CELEA during this time are that we can be the salt and light that our communities need right now. Whatever corner of the earth you may be reading this from, there is no doubt fear, anxiety, and reason for worry. As educators with hope, our role is to model wisdom, love, and confidence in our Father's love to those around us. There is a place between fearful and fearless where we as believers ought to always be, not fearful of what is to come, but knowing that a fear of the Lord is a fountain of life (Proverbs 14:27). He has not given us a spirit of fear, but one of love, power, and a sound mind (2 Timothy 1:7). Be wise, be careful, and lean on the Father.



Shoshannah Hernandez

The Editors' Note: *Hannah Cole & Annie Wong*

This issue has a focus on tech in TESOL which is particularly timely. Enjoy the wise and practical guidance for teaching effectively online, and consider how you can contribute to a new virtual hub of idea-sharing that will benefit teachers everywhere (read on for details!). Finally, we are honored to feature a letter and recorded message from Dr. Kitty Purgason as this year's Stevick Award Recipient. It's perfect for this time of pausing and reflecting on our purpose.

NEW LOGO ANNOUNCEMENT

The CELEA Executive Board has wanted to update the CELEA logo for the past several years and we are delighted to inaugurate the new logo in this issue! The design is from Jesse Grimm, a junior Graphic Design major from Huntington University. Several key elements of the CELEA mission are incorporated. First, the gradient coloring from black to blue, which includes various hues, indicates the multitude of contexts and settings in which we all live and teach. Next, the swooping end of the "c" which crosses behind the "l" is a subtle nod to the cross that reminds us all of the death necessary for us to have life. Finally, the end of the "c" reaching out the globe in the center of the "a" represents the reach the organization has to the world.



Christian English Language
Educators Association

ATTENTION: We have a unique opportunity to purchase apparel with the new logo from this site: <https://celea20.itemorder.com/sale>

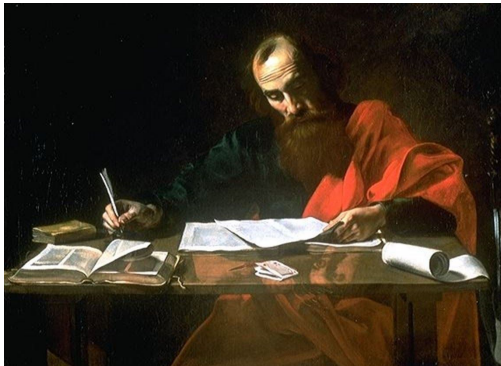
The online shop will be open from now until **May 17**, so please take a look and consider promoting CELEA in your communities in this way.



Being Present in the Online Classroom

Paul the Apostle was a master teacher. He was aware of his audience, whether he was speaking to Jews or Gentiles. He activated prior knowledge and connected it seamlessly to his message, for instance, when he referenced the Athenian's concept of "The Unknown God" as he described our God, who has made Himself known, in Acts 17. Paul also was the ultimate distance education teacher. He was simultaneously instructing, guiding, and encouraging churches that were hundreds of miles apart. He was able to provide his churches a strong sense of his presence, his awareness, his concern, and his connectedness, as he communicated through his Epistles.

As Christian educators, we not only gain rich and invaluable theological understanding from Paul, but also an understanding of effective teaching techniques. In this article, I'd like to focus on the teaching technique of creating a strong presence as a teacher, particularly in our contemporary version of distance education: online learning.



Saint Paul Writing His Epistles
attributed to Valentin de Boulogne

The timing is appropriate. COVID-19 has confronted millions of teachers with the challenge of converting their face-to-face classrooms to virtual learning environments.

Many of these teachers are English language teachers who are faced with teaching listening skills, speaking, reading, writing, grammar, and vocabulary online. They somehow need to lower affective filters, provide interaction, model target language, do role plays, practice pronunciation, and create a community, to name some of the ingredients to successful language learning. Although these things are extremely important to the English language classroom, the concept of instructor presence, as modeled by Paul, is essential to building the community and motivating the audience, which in turn result in the success of online students [1].

"Instructor presence" has been defined as "the specific actions and behaviors taken by the instructor to project him/herself as a real person" [2]. When a class has a strong instructor presence, students view the teacher as caring and helpful, responsive to their needs, timely in their responses and feedback, and intent on developing a sense of community among the students. As Paul's audience may have felt isolated and alone as they were confronted with new and foreign ideas, Paul's encouragement, words of appreciation, his understanding of their circumstances, and his specific feedback motivated the audience to press on towards the goal of following Christ. Similarly, when students in our classrooms sense that their online instructor is a real person who cares about them, students will be more engaged and satisfied with the class and will have higher learning outcomes.

What can instructors do specifically to create a stronger instructor presence? Here are seven tips that can help you connect better with your online students and create a stronger classroom community.

Introduce yourself. Send out an email before the first day of class to share something about yourself and to set the tone and the expectations for the class. Create a 2-3 minute video or write a short narrative to welcome

students once the class begins. Share your personality, establish your credibility for the content, and the aims, expectations, and course schedule for the class, as well as the best way for students to contact you. Be sure to participate in the class ice breaker!

24-Hour Response Policy. Show your students that their questions and comments are valued and are important to you by setting an expectation that you will respond to emails and phone calls within 24 hours.

Profile Pictures. Have students upload profile pictures of themselves so that you can associate a name to a face and their work. Challenge yourself to learn at least one fact about each student in the first week, such as a favorite hobby or interest.

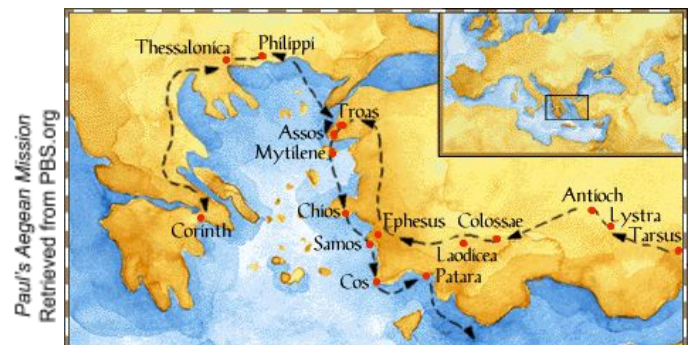
Interactive Activities. Assign tasks that motivate students to share their perspectives and personalities. This will provide an opportunity for the class to make connections with each other and to create a climate of community. It will give you insight into your students as individuals. Here is a free book with [100+ activities](#) to motivate an online class [3].

Evidence of Engagement. Students know you are active in the course by the [evidence](#) of regular weekly messages, [discussion board posts](#), and timely feedback on assignments. It is helpful also to provide summaries of online discussions and general feedback to the group on graded assignments. This is a good way to reinforce the course learning objectives with the students' comments and work and is an opportunity to fill in any gaps.

Conversational Tone. When you provide evidence of engagement, either spoken or in video, use a friendly, casual tone that will put students at ease. Your writing can sound more like natural conversation by using: the word "you" and students' names, contractions, shorter sentences, simple words, active (not passive) voice, and humor. Make reference to current events to make students feel they are all breathing the same air, despite not being in the same room. Ask questions and follow-up to communicate general interest. Validate student responses by expressing agreement or appreciation or by referencing it in another thread. Share your personal stories.

Outreach. Being present implies being aware of the people around you. Know how each student is doing in class. When a student is falling behind in grades or has not been turning in assignments or has not been active in discussions, proactively reach out through an email/message, text, or phone call. Let them know you notice.

These are things that many of us do naturally in a face-to-face environment. This list nudges us to transfer these important aspects of teaching and learning to the virtual environment. It helps us bring a presence that will encourage students to persevere and succeed in our classes. We learn through Paul's example as he encourages us through his Epistles: "Though I am absent in body, yet I am with you in spirit, rejoicing to see your good order and the firmness of your faith in Christ" (Col. 2:5).



References

- [1] Shea, P., Li. C., Swan, K., & Pickett, A. (2005). Developing learning community in online asynchronous college courses: The role of teaching presence. *Journal of Asynchronous Learning Networks*, 9. <https://doi.org/10.24059/olj.v9i4.1779>
- [2] Richardson, J. C., Koehler, A. A., Besser, E. D., Caskurlu, S., Lim, J., & Mueller, C. M. (2015). Conceptualizing and investigating instructor presence in online learning environments. *The International Review of Research in Open and Distributed Learning*, 16(3). <https://doi.org/10.19173/irrodl.v16i3.2123>
- [3] Bonk, C.J. & Khoo, E. (2014). *Adding some TEC-variety: 100+ activities for motivating and retaining learners online*. Open World Books.

Dana Saito-Stehberger is currently working at UC Irvine School of Education and has taught ESL, TOEFL, and TESL classes for the past 25 years. Teaching Speaking and Listening online has been a particular interest of hers. 61,000 people have accessed her online ESL Coursera courses. Some of her TESOL presentations on technology-related topics can be found at <http://tesoltechnology.weebly.com/>. She acknowledges that our sovereign God is the ultimate source of hope, forgiveness, and true community, and that it is our responsibility as His followers to reflect that to others in everything we do.



2020 CELEA Executive Board Election Results

1. President: David Broersma
2. President-Elect: Michael Lessard-Clouston
3. Past President: Shoshannah Hernandez
4. Secretary: Jenine Hawryluk
5. Treasurer: Amie Sarker
6. Member at Large (Communications Coordinator): Amanda Dago
7. Member at Large (Website Resources Coordinator): Dana Stehberger
8. Member at Large (Newsletter Coordinator): Maxine Pond
9. Member at Large (Membership Coordinator): Heather Snavelly
10. Member at Large (TBD): Michael Westwood

Integrating Technology

in the Temporary Remote Instruction (TRI) Classroom

During this time when many educators are switching to temporary remote instruction (TRI), students face not only the need to learn the content of the course but also how to use technology in a short time. How can educators integrate technology in the TRI classroom in a way that connects and engages students in learning from home? Here are some resources that are easy to access and integrate into TRI teaching:



Remind is a free app/website that lets you communicate with your students remotely.

Pros: * Connect with students * Deliver homework assignments and materials via Wakelet * Share using URLs *

Cons: * Can only create 10 classes for free * Group messages limited to 140 letters *



Wakelet is a free content platform to create an unlimited number of collections to share with students via Canvas, email, or Remind.

Pros: * Share documents, videos, images, and websites * No login required for students to access Wakelet collections * Can create multiple accounts * Accessible only with smartphones *

Cons: * Can't create folders * Some PDFs don't seem to work *



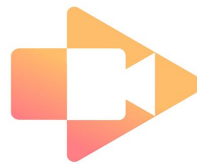
Zoom is a cloud-based service with the platform for video and audio conferences with recording and chat functions.

Pros: * Offer synchronous and asynchronous instructions * Meet students remotely via video conferencing and create a community *

* Breakout rooms offer opportunity to work with groups and partners*

Cons: * Students without internet or devices can't use the service *

* Security issues * Need to mute students with many participants *



Screencastify is a simple screen recorder to record, edit, and share videos. It is a Chrome browser extension that records your screen, face, and voice. Use it to record your lessons for asynchronous instruction.

Pros: * Easy access with a Chrome browser * Free *

Cons: * 5 minute limit per recording for free account * Need to upgrade for unlimited recording and editing*



Quizizz.com is a free website to create quiz games students can play from home. Create a teacher account and get reports to see student participation. Send a game link to students and see who played and how they scored.

Pros: * Fun way to engage students and to review material * Tracks student participation and progress * Teleport premade questions and quizzes * Can create unique memes * Students can play many times*
Cons: * Teachers need to learn steps to assign as homework *



Flipgrid is a free, education-focused platform to create and share short videos. Students can view others' videos and comment for educational purposes.

Pros: * Accessible on smartphones * More secure than public social networking sites since the videos live in Flipgrid * Can join by entering a code or scanning a QR code * Interactive and engaging *
Cons: * Students need a Gmail or a Microsoft account * 5-minute limit per recording *



Google Forms is a survey app included in the Google Drive office suite. You can send out a survey or a quiz to students

and receive responses whenever students submit the form. You can send out a shareable link and anyone with the link can view, edit, or comment.

Pros: * Anyone can open with a shareable link * Clean format with ability to enter pictures and videos * Can see responses by summary, question, or individual * Can duplicate and import questions *
Cons: * None, so far! *

Song Hong has been teaching ESL and Citizenship classes at Santa Ana College, Saddleback College, and North Orange Continuing Education since 2015. She received her M.A. TESOL from Azusa Pacific University in 2012.



In the crucible, nothing clicks:



Photo credit: Crossworld

For time-crunched teachers, the internet provides limited solutions

"You...*what?!*" I asked, as calmly as I felt was possible.

The head of the English department smiled, repeating herself briefly and politely. As she explained, I barely heard her. I nodded along—in shock—as my mind raced. *What were we going to do?*

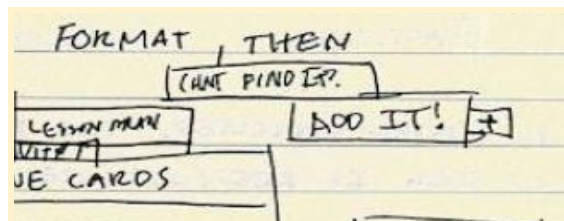
Sans any prior notice, my school's admin had thrown out the previous years' EFL program structure and tasked one other colleague and me with creating *6 grade levels* of curriculum, complete with unit outlines, lesson plans, objectives, materials, and assessments. We had just 8 days before the start of the new school year to prepare.

Two things quickly became clear: they had no idea what they were asking of us and we, despite every obstacle, had to give our all and deliver. If not, our students were the ones who would ultimately suffer. It took us all year, and—while far from perfect—we built something that we are proud of and serves our students' needs well. Even so, it was extremely difficult—much more difficult, I realized, than it had to be.

Only two months into this crucible of a year, I felt we had exhausted almost every resource available.

With no funding from the school, we had scoured the internet and come across all of the usual suspects claiming to be havens of TESOL activity and lesson ideas—only to find that they all fell short of being truly helpful. Free websites were disorganized and poorly moderated, while paid ones offered up static, prepackaged material that didn't mesh well with our context.

Then, one day during a rushed 30-minute lunch break (and with some assistance from the Thai sun, no doubt) my exasperation boiled over and spilled out into



my notebook. I began to imagine a new kind of online platform for teachers like me—highly motivated, but overworked and under-resourced. I envisioned a place where we could go to find inspiration and, having found it, craft that inspiration into lessons that reflected our students' unique needs and learning context. As I wrote and drew, my pen struggled to keep pace with the flow of my thoughts, and I lost track of time.

When I did sit back, now with less than 5 minutes to eat my (long since cold) rice, I was looking at the beginning of what is now the foundation of Edusfere—a way to use technology not to bypass or replace teachers, but to empower them. Why? Because at its core, Edusfere represents a belief; a belief that teachers are passionate and dedicated, and that they want to go beyond what is just feasible to what is specifically and carefully designed for their students.

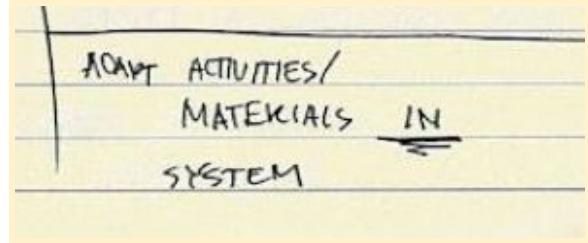
Photo cred: Crossworld



The reality is that teachers understand better than anyone the unique needs and challenges their students face. Christian teachers are further motivated by the conviction of their students' God-given value and abilities, which they desire to help them realize and develop. They often lose sleep thinking over what they could do better, but they aren't often afforded the time or resources that would enable them to bring their ideas to life or share them with those who need and could benefit from it the most—other teachers!

With the Edusfere platform, there will be a massive database of teaching ideas contributed by trusted educators and experts (such as many of you reading this)—stored and displayed as activities in a highly modifiable *template* format.

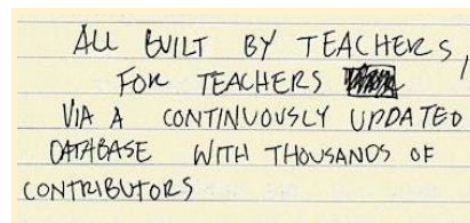
This database will be searchable, and you will be able to find matches based upon the characteristics of your unique classroom—your individual students, in your distinctive context.



Upon finding a suitable template, you will be able to easily adapt it, quickly populating it with your target content and modifying it as needed to better suit your teaching. Your adaptation of that template, when finished, will then be logged and added to the database for all to access and find in later searches—and can then be used as a template for others to build on. The more the site is used, the more it grows, and the more useful it becomes.

Together, through Edusfere's platform, we can build a tool that allows teachers around the world to find and share great ideas using context-sensitive searches, adapt them to their context, save them, and integrate them into custom lesson plans—all in one place.

Together with a dedicated team of experienced developers volunteering their time, the foundations of this platform have already been laid. For over a year now we've been working hard; interviewing teachers, networking with experts, and building the site as we go.



Right now the number of teachers exploring online resources and communities is higher than ever. We have a unique opportunity to reshape the online sphere of tools and resources around what teachers actually need. With Edusfere, the passion and expertise *you* bring to your classroom could become the catalyst for even greater impact. Will you join us?

To learn more about Edusfere or how you can become an early contributor, beta tester, or consultant, [click here](#) to share your contact information, as well as to submit any comments or questions you may have. Alternatively, you can contact me at grant.wootten@edusfere.com.



Grant Wootten is an ELT serving the public schools of rural Thailand where he has led an effort to recruit and establish a team of like-minded ELTs dedicated to integrity, professionalism, and loving service in the name of Jesus. A recent graduate of Biola's MA TESOL program, Grant envisions a future where edtech is primarily built to inspire and empower education's greatest resource - teachers themselves. He resides in Sukhothai with his wife, Michelle, and their 2 young daughters.

Would you like to be featured in our newsletter?

CELEA NEWS welcomes your submissions.

We are interested in receiving relevant announcements, news items, and articles. We welcome short (about 250-500 words) or longer (up to about 2000 words) articles that describe a favorite **classroom activity** or **teaching technique**, reflections on **experiences** or **interests** you have or are developing in the field of TESOL, **reports** on classroom or other **research**. We also invite **book** or **curriculum reviews**, as well as **response articles** to items published in CELEA News or elsewhere, or to relevant presentations you have attended. If you are a professor, please consider how your **students** (soon-to-be TESOL professionals) could contribute as well.

Please write to: celeanewsletter@gmail.com. *We look forward to hearing from you!*

CELEA is an organization for the benefit of Christian English teachers around the globe.

For Such a Time as This: Online Teaching Tips

Most of us probably never imagined that we would be living and working in quarantine. For teachers and students in most countries quarantine necessitates online instruction. Being an independent learner interested in technology, I am in some ways excited about the online format. For some, however, the change may seem daunting. During my years of teaching conversational English online, I have gathered some helpful hints (in what could be a chronological order):

1. Make the most of your situation

Although teaching from home may not seem ideal or desirable for a variety of reasons, you can turn this time of crisis into something useful for yourself and your students. Start by simply thinking of the advantages of your situation. Maybe you have time to do educational research or network with others which wouldn't otherwise be afforded to you while teaching in the traditional classroom.

2. Have realistic expectations

As you venture into the unknown of teaching online, try to have realistic expectations for yourself and your students. Realize that there *will* be a learning curve for new technologies. Both you and your students *will* make mistakes. Try to learn from those mistakes and make it a habit of improving together as you move along in your learning journey.

3. Research

There is no end to the tech tools, applications and platforms available for educational purposes. Spend time researching these technologies. Ask your teacher friends and educational community. A quick search on Google will yield many results, including this list: <https://blog.ozobot.com/teaching-strategies/26-tech-tools-teachers-can-use-inspire-classroom-creativity/>

4. Analyze needs and formulate goals

Think about your students' English level, technological experience, and needs. Try to formulate goals for yourself as an online teacher, such as becoming a proficient user of a particular tool, or finding the most effective ways to teach with your web camera by experimenting with different angles and positioning. Consider the objectives of your course and how you can help students reach them through online instruction.

5. Choose tech tools

Once you have your goals clearly defined, choose appropriate tech tools which will help you meet those goals. You might consider factors such as how easy a particular tool is to use or if it helps students reach the stated objectives.

6. Get comfortable with technology

Practice with your new tools as much as possible. The more comfortable you are with a new tool, the more effectively you will be able to use it, and the whole class will benefit.

7. Have a “Plan B”

As wonderful and helpful as technology can be, it is not failproof. Therefore, always have a back-up plan. For me, that almost always means a lower-tech option. For example, if my video on Zoom isn’t working, I switch to audio and chat messages only and continue on.

8. Be patient

Just as teaching new courses or subjects takes time to adapt, so does teaching online. Be patient with yourself and be patient with your students as you learn online together. Like any new skill, with time and practice, you’ll gain both experience and confidence.

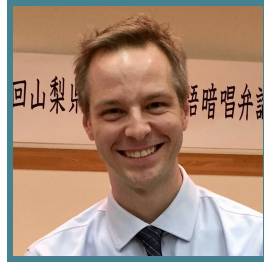


A.J. is a TESOL professional living and working in the Middle East. She loves what she does and enjoys developing her professional skills and intercultural competence.

Photo credit: A.J.

Andrew Schneider

was scheduled to share a case study at the CELT conference in Denver which was canceled this year due to the health crisis. He is a Ph.D. student in Applied Linguistics at Georgia State University and has been an ESL instructor for 8 years in the U.S. and Japan. He hopes to present his work at the conference next year. In the meantime, we were glad to hear from him!



What is your favorite technology?

Being a fan of corpus-related research, I often am on the hunt for tools that allow learners to understand language through context. Youglish (<https://youglish.com>) is an excellent tool for practicing both segmental and suprasegmental pronunciation.



Youglish sources YouTube videos to allow the user to type in any word and see multiple examples of that word in various YouTube videos. In addition, it currently offers filters for U.S., U.K., and Australian varieties of English. Single-word dictionary recordings do little in the way of showing how that word functions in context (both phonetically and syntactically). This tool helps ESL learners understand how pronunciation of the target word changes

based on the words that precede it as well as provide real-world collocations (i.e. words that the target word "likes to hang out with"). ESL teachers can design listening or speaking lessons with this tool or offer it to learners as a supplementary resource to be used outside of class.

How has the COVID-19 impacted teaching for you?

Being an ESL speaking and listening teacher makes the transition to all-online teaching a bit tough. How do you replicate interaction in an asynchronous environment? Thankfully, with nearly every student owning or having access to an audio recording device, teachers like myself can listen to student performances multiple times to give more targeted feedback to each learner. Repeating activities throughout the semester also allows me to have a better record of second language development.

What else would you like to share with your fellow TESOL instructors at this time?

Don't let new tech intimidate you! We teachers can often get comfortable with "tried and true" lesson plans which make us reticent to incorporate new 21st century tools in our classrooms. God always blesses us in the midst of even the most difficult hardships (2 Corinthians 1:3-4).

"...the Father [...], who comforts us in all our tribulation, that we may be able to comfort those who are in any trouble..."
2 Corinthians 1:3-4 (NKJV)

2020 Earl W. Stevick Award Recipient

Dr. Kitty Purgason



The Earl W. Stevick Award honors members of the English language teaching profession who embody some of the characteristics of Dr. Stevick in their teaching, mentoring of teachers, scholarship, service, and living out the life of Christ in this profession. 2020 Stevick Award recipient, Dr. Kitty Purgason, has served in her current role as professor of Applied Linguistics and TESOL at Biola University for nearly 30 years. Over her lengthy international career, Dr. Purgason has served as lecturer, trainer, English teaching fellow, presenter, and author. Dr. Purgason has also been a foundational and ongoing contributor to CELEA. She organized the very first CELT conference in 2004 and has presented at ten CELT conferences since then.

"Given her teaching and administrative responsibilities at Biola, she has done a remarkable job of sharing her professional expertise through published works. Her foundational work with the CELT conferences alone makes her deserving of this award. I am grateful for her Christian witness to folks in CATESOL who might otherwise have written her off if they had not been exposed to her professional competence and gracious spirit." – Michael Medley

"The extent of Dr. Purgason's commitment to the field and the reach of her mentorship of future Christian English teachers goes much further than any of us truly know. I am grateful to participate in recognizing her contributions to our field and her faithfulness to the Lord throughout her career." – Jessica Hill

"[She] serves wholeheartedly and with integrity, practices what she preaches...works with both 'star students' and more difficult ones to help develop their potential...tells the truth in love to those she mentors...[has] dedicated 40 years to the profession, helps all types of people around the world." – Debbie Nelson

"She has made valuable contributions to the literature for Christian English language teachers, which is something that Earl felt was very important." – Carolyn Kristjansson

"I was especially impressed with Kitty's extensive mentoring, her service through the organization of conferences (both CATESOL and CELT), and international teaching." – Tasha Blestein

Letter from Kitty

Thank you, CELEA, for honoring me with the 2020 Earl W. Stevick Award. Earl Stevick has been a great influence in my life as an ESL/EFL teacher, a TESOL trainer, and a Christian English teacher, so this is very meaningful to me.

I began my training at a time when his books were widely read and very influential. I wish I were writing this from my office where I could refer to the books on my shelves, instead of home. But there are some things I can remember even in these disrupted times. I particularly appreciate the way he tied his explanation of teaching methods to vivid images. I remember from his 1980 *A Way and Ways* his image of a language student as a turtle that can be stuck inside its shell by personal anxieties or overly interfering teaching methods. He pictured the interplay between teachers and learners as like two lumberjacks sawing down a tree-- each one pushing and pulling in a good rhythm together. In describing lessons that didn't have a good balance between materials from a textbook or the teacher and materials generated by students themselves, he said it was like trying to throw a paper airplane with one wing larger than the other.

Some of you might be familiar with a 2003 opinion piece that secular advocate Julian Edge wrote in *TESOL Quarterly* to which I responded. You might not know that this was preceded by an exchange between Edge and Stevick in the *TESOL Matters* newsletter in 96-97. Edge wrote he was "utterly repelled" by Christian teachers who were teaching "under false pretenses." Stevick took the opportunity to reply. He included a wonderful image, saying that there's an important distinction between exporting in the sense of "force or pressure other people to accept" and exporting in the sense of "make attractive and available on the free market." This led Edge to graciously acknowledge the "difference between people living to embody the values they cherish and people living to manipulate others into the acceptance of their doctrines." Stevick was someone who embodied the values he cherished. In this, he was a great role model for me.

I am honored that you in CELEA have considered me worthy of this award. If I have been a *creative language teacher*, it's in part due to Stevick's influence. If I have done well in *preparing and mentoring teachers*, it's in some part because of my participation in professional communities and conferences such as this one. It's also because of the wonderful students I've had over the years. If I have been a *fruitful scholar*, it's because of the encouragement I've received from colleagues at my home institution of Biola. If I have been *exemplary in Christian service*, it's because of the power of the Holy Spirit and the Body of Christ. Thanks to all who have led me to the point of receiving this award.

Please click to see Kitty's [thank you message](#) created especially for CELEA members, complete with anecdotes and photos that tell the story of Dr. Stevick's legacy.

