Autumn is such a beautiful time of the year and a poignant reminder that life is ever changing. This is true for every one of us, and it is true for the students who are enrolled in the Graduate Program in Education.

The Graduate Program in Education is in its third year, and the first of our degree-seeking students are graduating. As part of this process, they have completed their coursework, internships, comprehensive examination, and master’s thesis. They are presenting their work at regional conferences and for professionals within their fields in other venues; they are entering their new professions as directors and leaders; and they are becoming agents of change. We couldn’t be more proud of our graduates and the great impact they are making in their fields.

This fall our program was blessed with increasing student enrollment within all 12 options. The number of students enrolling that reside outside of Pennsylvania continues to grow, including those living abroad. Additionally, we are fielding inquiries from prospective students living in Brazil, Turkey, Cameroon, the Dominican Republic, South Korea, and China. It is our desire to have students enrolled in our program from all over the globe within the following two years.

Our faculty continues to travel extensively, providing valuable in-service aid to educators around the world, while promoting our program. We hope to make travel opportunities available to our graduate students as well.

We hope that every one of our students will get an opportunity to learn alongside peers who live abroad or travel themselves.

Peace,

Dr. Nancy Patrick
Director of the Graduate Program in Education
This past March, Kari Dyrli Hermeling, attended the TESOL International Convention and Expo in Dallas, Texas. She observed more than a dozen presentations on post-secondary Intensive English Programs and had countless conversations with professionals from a wide range of positions within the TESOL field.

On Friday, Kari presented a paper entitled, “Harmonizing Faith with Professional Identity: Learning to Practice What We Preach” on behalf of Dr. Jan Dormer, who was presenting at another TESOL conference in Germany (see page 3). Kari acted in Dr. Dormer’s stead as a participant of the Integrating Faith and TESOL panel. This panel was overflowing with attendants, of whom was a representative of the Columbia Education Network. According to Kari, this faith-based, non-profit organization is looking to develop an Individualized Education Program (IEP) at a Christian college and is interested in developing a connection with Messiah College.

Kari also had the opportunity to meet with other Christian educators in the field of TESOL at the Christian English Language Teaching (CELT) conference that is traditionally held one day prior to the TESOL convention. At this one-day event, she presented her paper “Fostering Hospitality Through the Christian Language Classroom.” Kari says that, “The positive response I got to my research and presentation at both CELT and TESOL helped me to feel that, even though I am representing a relatively small, new program, I am well-prepared, and that I could indeed compete should I hope to continue toward a doctoral degree.”

Kari and her husband, another Messiah alum, manned a program table at the CELT conference and promoted the new Master’s in Education program at Messiah as well as Dr. Dormer’s book, *Teaching English in Missions: Effectiveness and Integrity.*

Kari very much enjoyed her time at both events.

“In March, Dr. Jan Dormer flew to Dallas, Texas, from Germany, to attend TESOL leadership meetings. As a sixth year member of TESOL’s Professional Development Committee, she reconnected with TESOL leaders from around the world.

This year, members of all the TESOL committees met together for half a day prior to separate committee meetings. As Dr. Dormer states, “This gathering for the purpose of globally envisioning the future of TESOL was enriching and motivating!”

“The conference had more than 7,000 people in attendance, and it seemed that no one's job or experience within the field of TESOL was exactly the same.”

—Kari

“As we reach out both globally and locally through our graduate and undergraduate programs in TESOL, Messiah College is embracing the challenges and opportunities that are inherent in the expansion of English, and equipping teachers with more than methodology—we seek to prepare capable servant leaders who will extend the love and peace of Christ in English classes around the world.”

—Dr. Jan Dormer
Germany

“How do people really learn languages?”
“What makes a good language learner?”
“Why don’t my ESL students remember what I told them yesterday?”

These questions were the basis for Dr. Jan Dormer’s series of TESOL seminars at the “International Christian Educator Conference,” held this past spring at the Black Forest Academy in Germany. This conference, sponsored by the Association of Christian Schools International (ACSI), seeks to meet the needs of Christian international school educators in four different regions of the world.

Jan reports that after presenting at the Asia regional conference in Thailand last November, where 84 international schools were represented, “I was interested in seeing what needs the European schools were facing with their English language learners. I was pleased to discover that the same questions were of interest to many, and my sessions were packed.”

She notes that as in all overseas ministry communities, the sense of camaraderie and partnership at the conference were extremely satisfying.

She departed from Germany, “feeling blessed by my time among like-minded Christian educators, and privileged to play a small part in helping them to effectively meet the needs of English language learners around the globe.”

Jan was invited to return to Black Forest Academy to speak on bilingual education in March 2014. Dr. Patrick plans to also attend and will speak on special education.

Around the World with Jan Dormer:
During the 2013-14 school year, Dr. Dormer will be on the road and in the air, promoting TESOL.

My husband and I had the special joy this past summer of returning to two of our former homes—Indonesia and Brazil!

Our trip to Indonesia began on the island of Java, where I provided teacher training and also made preparations for a January trip there with EDUC 308 students for a cross-cultural experience. With that in mind, I returned to the Muslim elementary school where I had taught for three years. I was pleased that they remembered me, and they were trilled that I would soon return with Messiah students. They even invited me to bring the students to a special celebration planned during our time there at the school’s Mosque, an invitation not often extended to Christians.

Our next stop was the island of Bali for more teaching and prep work. Bali is Hindu, in contrast to the majority of Indonesia, which is predominantly Muslim. The university with which we will be partnering there received my seminar with enthusiasm. After four brief days home, we then traveled to Brazil, where I conducted several teacher training seminars at my old high school, Pan American Christian Academy in Sao Paulo.

The seniors there loved the t-shirts and backpacks that I gave to them. I also spoke for ACSI—the Association of Christian Schools International. From that, we have already received inquiries about our M.Ed. in TESOL!

Our last stop was Londrina, where we piloted a new kind of English course, “The Christian Family.” I arrived back at Messiah College just before the start of the semester—a little rushed, but thankful to God for a wonderful summer.

A TESOL Summer
By Dr. Jan Dormer
I recently had the opportunity to speak with Dr. Maude Yacapsin, whose concentrations within the Graduate Program in Education are leadership and special education. We talked about her many upcoming projects, that include technology conferences (she’s a techky) in Texas and California and mentoring students as they prepare to present papers at PBL and PACTE.

Since Dr. Yacapsin is in the final stages of her current research project, we spent the majority of our time discussing Differentiation Instruction and Christian purpose.

**GPE: What is Differentiation Instruction (DI)?**

**MY:** Differentiation instruction is an educational framework developed by Carol Ann Tomlinson. It is a methodology designed to support students with diverse learning characteristics—whether, language, culture, or academic ability—in the classroom. DI can enhance the learning potential of all students.

**GPE: Why research this topic for Christian higher education?**

**MY:** Because classrooms are changing. Never before has there been such a wide range of cultures, religions, and academic abilities. Research tells us that for students to experience success at college, the classroom should be inviting, academically stimulating and engaging. One way to engage learners is to recognize that each individual student in our classroom contributes to our understanding of diversity, through purposeful interactions and through building a meaningful relationship with Christ.

**GPE: How does that connect to Christian purpose?**

**MY:** Intentionally integrating a faith component into the existing DI framework empowers us as Christian educators to model acceptance as Christ did. By identifying the varying faiths and faith traditions present within our classes, then allowing students to practice these while in class, by way of devotion, prayer, silent reflection, or inspirational reading, helps students understand that we, as faculty, are committed to their spiritual growth.

**GPE: Are they natural fits?**

**MY:** Yes, because the varying Christian faith denominations on campus lend themselves to the DI framework. Adding the faith component calls our attention to the need to recognize faith traditions other than our own, and incorporate these in daily learning experiences for students.

**GPE: What kind of research are you conducting?**

**MY:** It is qualitative, from a pool of 150 Messiah students, who completed a self-report that asked them to choose the manner in which they were comfortable sharing a faith tradition in class.

**GPE: How far along in your research are you?**

**MY:** I have collected and analyzed the data, reported the findings in a research paper, and I am just about ready to submit it for publication. It is very exciting!

**GPE: What conclusions did you reach?**

**MY:** Well, so far, students have appreciated that they were asked to discuss their specific faith tradition with their peers. Many have expressed a willingness to learn about faiths other than their own. For some it involves risk, but because the environment is welcoming and accommodating, students feel safe taking that risk.

**GPE: What do you hope to do with your research?**

**MY:** Share it. Demonstrate its purpose and effect through modeling. I want to continue to work with students and provide professional development opportunities for faculty. Ideally, I would like for it to become a common, automatic process where differentiation is a “want-to,” as opposed to a “have-to.”

**GPE: What is next for you?**

**MY:** I plan to continue to implement the faith component of DI in my classes, because it has been readily accepted by students. I would like to encourage the use of DI throughout the professoriate, because of its impact on students. Also, I have completed a report on DI and online education at Christian institutions, and I would like to compare that to the results found in face-to-face environments.

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**PennTESOL-East Conference in November**

In November of this year, Erica Sinclair, a student in the TESOL with certification track, will present a paper at the PennTESOL-East Conference in Philadelphia. The event will be held at Penn State Abington.

Erica’s presentation will identify what the research reveals about ESL programs, including content-based instruction, sheltered instruction, and the connections model. She will also address dual language education and transitional bilingual education.

Erica plans to “present my findings from four interviews with ELL teachers from the greater Harrisburg area. I will present information such as the type of program they are using, how ELLs are being divided (grade level or proficiency or both), if teachers are using a pull-out or push-in approach, and the length of time ELLs are being instructed.”

With this information and the conclusions that she reaches, Erica will be able to discuss what ELL programs in the area are doing that is effective, and what they could do to improve their ELL services. In addition, she plans to “identify the most effective programs for specific grade levels and proficiency levels.”
Courses

Late Fall Class Schedule
Registration Deadline: October 19, 2013

October 27 - December 21, 2013, all online.
EDME 502 - Advanced Socio-Cultural Perspectives
EDME 504 - Family and Community Partnerships
EDME 525 - Curriculum and Learning
EDME 526 - Low Incidence Populations with Field Experience

Spring Class Schedule
Registration Deadline: December 15, 2013

January 12 - March 8, 2014, all online.
EDME 505 - Educational Leadership
EDME 518 - Second Language Acquisition: Theories and Contexts
EDME 529 - High Incidence Populations with Field Experience
EDME 551 - Effective Practices for Every Learner
EDME 536 - Instructional Design and Assessment for Learners with ASD
EDME 537 - Transition and Secondary Special Education

January 12 - May 10, 2014, all online.
EDME 530 - Special Education Internship and Seminar
EDME 531 - Special Education Thesis/Project and Seminar
EDME 532 - TESOL Internship and Seminar
EDME 533 - TESOL Thesis/Project and Seminar

March 16 - May 10, 2014, all online.
EDME 503 - Advanced Instructional Design and Assessment
EDME 520 - Applied Linguistics: Grammar and Phonology in TESOL
EDME 527 - Positive Behavioral Support with field experience

Be sure to consult your degree audit on Banner and meet with your advisor before registering!
Upcoming Events

PennTESOL-East: Philadelphia, Pennsylvania
   November 9, 2013
   http://penntesoleast.org
   Register to attend before October 25, 2013

Pennsylvania Council for Exceptional Children’s 54th Annual Conference: Harrisburg, Pennsylvania
   November 15, 2013

Christians in English Language Teaching (CELT) :
   Portland, Oregon
   March 26, 2014
   and
   TESOL Convention: Portland, Oregon
   March 27-29, 2014

Dr. Jan Dormer kindly offers her assistance with conference proposals or with any other questions/concerns you may have regarding TESOL conferences.
   jdormer@messiah.edu

Pennsylvania Council for Exceptional Children’s Convention Expo
   April 9-12, 2014
   Register before January 15, 2014 for early bird rates

Christians in English Language Teaching (CELT)
   International Conference: Taipei, Taiwan
   April 18-20, 2014
   http://www.celtconference.org/
   Call for proposals. Early submission: June 15, 2013
   Proposal deadline: July 15, 2013

As a student, consider joining a professional organization.
Here’s just a few we suggest:

Penn TESOL East: http://www.penntesoleast.org/

TESOL: http://tesol.org/

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