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CHRISTIAN DISCOURSING ACROSS TELLINGS OF THE SAME STORY: A CASE IN EFL PRE-SERVICE TEACHER’S NARRATIVES

Joseph Ernest Mambu
Faculty of Language and Literature
Satya Wacana Christian University
Salatiga
email: jes_sala3@yahoo.com

Abstract

This study explores the linguistic ways an EFL pre-service teacher frames English language teaching (ELT) within the context of his religious (Christian) belief. Such ways are encapsulated by the notion of Christian discoursing. Central to this notion is how Christian texts are interwoven with non-religious texts such as ELT practices. The importance of the discoursing transpires when the Christian texts are believed to have some transformative impacts on a teacher’s ELT practices. From the three collected tellings of the teacher’s same teaching experience over a period of less than three weeks, it becomes apparent that his Christian discoursing is similar across tellings in terms of the underlying memory (i.e., “reliance upon God”) and yet slightly or very different from one telling to another with regard to wording and phrasing of routine formulae, including collocations, and allusions.

Keywords: Christian discoursing, telling(s), teaching, routine formulae, collocations, allusions