



Curriculum Vitae

Personal Data:

REV. FR. ANTHONY ADAWU, PHD

Department of English Education

University of Education, Winneba

P. O. Box 25, Winneba

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Ghanaian

Areas of Expertise or Professional Skills:

(1) Second Language and English Education

Multimodal Discourse Analysis and English Education

English Language Curriculum and Pedagogy

Educational (Applied) Linguistics

Second Language (L2) Writing

(2) Practical Theology

Practical Theology and Integral Human Development

Theology of the Family and of the Child

Faith Formation, Family & Youth Apostolate

(3) The Intersection of Language, Literature and Theology

Description: This research interest emerges out of my interest in English language education, literature, and theology. It provides the space for interdisciplinarity, thereby bringing multiple “worlds” together for a much fuller perspective. Of particular interest is how this focus plays out in the African context and helps to shape a much-needed dialogue in the community of learning. Seeing the writings of African literary writers as loci of theology deepens our understanding of their messages as both educative and transformative.

Education & Qualification

Doctor of Philosophy: Practical Theology **2017**

St. Thomas University, Miami Gardens, Florida, USA

Dissertation: *Witnessing to a Just Hope: A Theology of the Child in Contemporary Africa*

Doctor of Philosophy: Curriculum and Instruction in Second Language Education and Culture

2012

University of Maryland, College Park, USA

Dissertation: *How Adolescent Second Language Writers Develop Writing Competence through Multimodal Activities*

Courses taken included the following:

Second Language Acquisition	Theory & Research on Teaching
Teaching English Around the World	Selected Topics in Teacher Education
Critical Second Language Literacy	Epistemology in Educational Research
Issues in Second Language Curriculum	Learning Communities
Learning Style, Strategy & Technology	Advanced Educational Psychology
Quantitative Research Methods	Qualitative Research I & II

Master of Arts in Teaching English as a Second Language

2005

University of Ghana, Legon

Thesis: *Attitude of Senior Secondary Students to Literature in English: Implications for Teaching English as a Second Language*

Courses taken included the following:

Theory of Second Language Learning	Varieties of English
Methodology of English Language Teaching	Language Syllabus Design
Seminar in Language Teaching & Evaluation	Advanced Composition
Topics in TESL	Research Methods in TESL
English Phonetics and Phonology	Morphology and Syntax of English

Post-Graduate Diploma in Education

2002

University of Cape Coast, Ghana

Thesis: *The Counseling Needs of Catholic Seminarians in Ghana*

Courses taken include the following:

Social and Philosophical Foundations in Education	Supervision of Instruction
Educational Technology/Audio Visual Education	Educational Psychology
Educational Measurement and Evaluation	Principles of Guidance and Counselling
Methods of Teaching Religious Studies	Curriculum Studies in RS

Bachelor of Arts in Sociology and the Study of Religions

2000

University of Ghana, Legon

First Class Honors

Theological Studies, St. Peter's Regional Seminary, Cape Coast, Ghana, 1998-2003

Study of Philosophy, St. Paul's Catholic Seminary, Accra, Ghana, 1995-1998

Career History

Summary: I have thirteen (13) years of experience in teaching – three years in senior high school in Ghana, and ten (10) years in higher education at both the undergraduate and graduate levels in the Ghanaian and U.S. contexts. My experiences have been interdisciplinary in nature. These experiences have shaped my teaching philosophy and pedagogy.

Lecturer in English Education, University of Education, Winneba – Since December 2020

I teach courses at the undergraduate and postgraduate levels. Courses I have taught include the following:

PHD

- (1) Advanced Quantitative Research
- (2) Advanced Qualitative Research
- (3) Advanced Mixed Methods Research
- (4) Language Arts
- (5) Theories of Composition
- (6) Advanced Critical Pedagogy

MPHL/MA

- (7) Research Methods
- (8) Language Acquisition and Research
- (9) Technology for Language Teaching and Learning
- (10) Language Curriculum Development and Instruction
- (11) Language Testing
- (12) Critical Pedagogy in Language Education

UNDERGRADUATE

- (13) Research Methods in English Education
- (14) Teaching English Language at JHS/SHS
- (15) Advanced Critical Pedagogy
- (16) Stylistics

Assistant Professor, Mount Mercy University, Iowa, USA – August 2019 – December 2020

Teaching Faculty, Mount Mercy University, Iowa, USA – August 2015 – July 2019

As a holder of two terminal degrees, my responsibilities at Mount Mercy included teaching courses in two separate departments: (i) Education and (ii) Religious Studies. Courses I taught included the following:

Education Department

Linguistics and Second Language Acquisition
ESL Reading and Writing for Teachers
ESL Grammar for Teachers

Religious Studies Department

Introduction to Christianity
Introduction to the Bible: Old Testament
Introduction to the Bible: New Testament
The Church in Contemporary Society

Instructor and Graduate Assistant, University of Maryland, College Park, USA – 2008 – 2012

Department of Teaching & Learning, Policy & Leadership

I was offered a graduate assistantship and instructor position to teach, and assist in teaching, graduate and undergraduate courses related to Second Language Education and TESOL. Courses I taught, and assisted in teaching, included the following:

- (a) Teaching ESOL Reading and Writing in the Secondary and Elementary Content Areas (Graduate Assistant, Spring 2008; Instructor of Record, Summer 2009) Graduate level & In-service teachers
- (b) Teaching ESOL Reading and Writing in the Elementary Content Areas (Graduate Assistant, Fall 2008) Graduate level
- (c) Teaching ESOL Reading and Writing in the Secondary Content Areas (Instructor of Record, Fall 2009 & Fall 2011) Undergraduate level
- (d) Computers for Teachers (Graduate Assistant, Spring 2010) Undergraduate level: *The course was intended to help students achieve competence in employing a variety of computer applications available for educational use in both pedagogical and administrative settings.*

Instructor, St. Teresa’s Minor Seminary, Elmina, Ghana – January 2004 – June 2007

Taught the following courses:

*English Comprehension, *Composition and Grammar and *Literature in English

Professional Responsibilities

(A) Academic

Acting Head of Department, English Education, UEW – August 2021 – January 2022

- Encouraged a new direction to strengthen the department’s postgraduate programmes
- Led the department in the successful completion of the First Session of the 2021-2022 Sandwich Program
- Led the department in the successful completion of four batches of MPhil and PhD interviews for admission
- Organized serious discussions on the development of a department agenda on research and supervision. Key considerations included the following:
 - i. Emphasize three areas that intersect for us as a department: Content, Practice and Research.
 - ii. Determine our strengths to help build fertile areas of research. Get students to research in these areas for the next five (5) years.
 - iii. Develop and sustain research fervour through frequent and structured presentations of work.
 - iv. Conduct research that aims at (a) bringing real change in English Education in Ghana and (b) ensuring professional growth.
 - v. Prioritize **pedagogy** as a department research focus.

- vi. Promote the use of modern **technology** in our research and teaching.
- Encouraged the department to resume mandatory departmental seminars (to begin AY 2021-2022)

Member, Planning Committee, ESL Education Program **2016 – 2018**

Mount Mercy University, Iowa, USA

I helped to develop and launch an English as a Second Language (ESL) Endorsement Program for the Education Department at Mount Mercy University. This program gave Education majors the opportunity to take courses that prepared them to receive a Minor/Certificate in ESL Education or to teach ESL students as general education teachers. This was a milestone for the department, as the program was the first of its kind. Currently, the ESL education program has been extended to include the graduate students of education.

Member of the Committee for Revising the Religious Studies Curriculum **2017 & 2020**

Mount Mercy University, Iowa, USA

I worked with colleagues to revise the Religious Studies major. Our goal was to align the curriculum to the needs of our students. After three years, we evaluated the program and took up the work of revision to achieve three main objectives: (i) to offer more opportunities to students by creating different areas of specialization, (ii) to emphasize interdisciplinary learning and integration of knowledge and (iii) to strengthen the overall quality of the religious studies curriculum.

(B) Non-Academic

Assistant Chaplain, Holy Spirit Catholic Church, UEW – **Dec 2020-present**

I provide pastoral ministry and faith leadership to over two thousand students and to many academic and non-academic staff and their families. For students in particular, I promote the need for intellectual, spiritual, moral and human development.

Chaplain, Mount Mercy University, Iowa, USA – **2015 – Dec 2020**

My position as the university chaplain involved pastoral ministry and faith leadership. It focused on the role of faith in the life of the university community, both in terms of personal growth and the pursuit of the common good.

Publications

English and Second Language Education

Adawu, A. (2013). "Examining transformations in adolescent ESL writers' ideational meanings: A multimodal social semiotic analysis." *International Journal of TESOL and Learning*, 2(1), 41-60.

Adawu, A. (2013). "A multimodal social semiotic analysis of an adolescent English as a second language writer's ideational meanings: Implications for ESL writing pedagogy and research." In J. E. Jernigan, (ed). *Empirical TESOL research: Letting the data speak for themselves*, pp. 61-85. New York: Untested Ideas Research Center.

Adawu, A., & Martin-Beltran, M. (2012). "Points of transition: Understanding the constructed identities of L2 learners/users in time and space." *Critical Inquiry in Language Studies: An International Journal*, 9(4), 376-400. doi: 10.1080/15427587.2012.664038

Wei, J., ChengChiang Chen, J., & Adawu, A. (2014). Teaching ESL beginners' metacognitive writing strategies through multimedia software. *The CATESOL Journal* 26(1), 60-75.

Practical Theology

Adawu, A. (2022). "From Ecclesia in Africa to Africae Munus: The Synodal Traditions in African Catholicism." In Ilo, Stan Chu (ed). *A Handbook on African Catholicism* (Orbis).

Adawu, A. (2019). 'Doing theology with children through multimodal narrativity', *HTS Teologiese Studies/ Theological Studies*, 75(1), a5494. <https://doi.org/10.4102/hts.v75i1.5494>

Professional Development

Training Sessions/Seminars/Workshops

FFLE Conference/Workshop (December 2023), Presenter, Qualitative Data Analysis with ChatGPT: New Frontiers in Language Education Research? South Campus, UEW, Winneba, Ghana.

FFLE Workshop (2022), **Presenter**, Digital Humanities: Emerging Trends in Research, Student Center, UEW, Winneba.

ITECPD (January 2022), Workshop on Internship Supervision, Gloriaka Hotel, Winneba.

Faculty of Foreign Languages Education (November 2021), Retreat on Professional Growth and Personal Wellbeing. Royal Lee Hotel, Aburi.

IT Directorate (January 2021), Orientation for Lecturers on How to Enhance Teaching and Conduct Assessment on VCLASS.

Conference(s): Selected Presentations

On English and Second Language Education

Adawu, A., Dzekoe, R., & Sorell, J. (2018). *Pedagogy of friendship and the learning of English as a second language*. Paper presented at the Christian English Language Teachers (CELT) Conference, Chicago.

Adawu, A. (2013, March) *Examining transformations in adolescent second language (L2) writers' ideational meanings: Implications for L2 writing pedagogy in a globalizing world*. Paper presented at the American Association for Applied Linguistics, Dallas, Texas.

Adawu, A. (2012, March) *How adolescent English L2 writers develop writing competence through multimodal activities*. Paper presented at the TESOL International Convention, Philadelphia, Pennsylvania, USA.

Adawu, A., Jain R., Chen, J., & Bai, Y. (2010, June). *A case study on L2 learners' writing practices in Wiki: A Mixed-methods design*. Paper presented at the Lilly East Conference, Washington, D.C.

Adawu, A., Chen, J., & Wei, J. (2009, May). *Examining the writing strategies of two writers of English as a foreign language*. Paper presented at the Graduate School Research Forum, University of Maryland, College Park.

Adawu, A. (2008, October). *Points of transition: Understanding constructed identities of second language learners/users in time and space*. Paper presented at the Sociocultural Theory Conference, Amherst, MA, USA.

Adawu, A. (2008, December). *Learner variables at distinguished levels of proficiency*. Panel speech with Rebecca Oxford, Donna Bain Butler, Yalun Zhou, and Ali Fuad Selvi at the Sixth Annual Symposium on Teaching and Learning Languages to Near-Native Abilities, Linthicum, MD.

On Practical Theology

Adawu, A., Michael Kodzo Mensah, & Emmanuel Abbeyquaye (2023, June), *Critical Theolinguistic Analysis of Genesis 1:28-30 and Implications for Biblical Hermeneutics of the Ecological Crisis in Africa*. Paper presented at the Sacred Text International Conference, University of Ghana, Legon.

Adawu, A. (July 2021), *Renewing our vision for Catholic Education in Ghana amidst Present Challenges*, paper presented at the Second Synod of the Archdiocese of Cape Coast, Pedu Seminary, Cape Coast.

Adawu, A. (2019, November), *Food and the making of a people: Biblical and theological perspectives*. Paper presented at the Fall Faculty Series, Mount Mercy University, Iowa.

Adawu, A. (2017, July), *Synodal Traditions in African Catholicism*, paper presented at International Colloquium/Palaver on African Catholicism, Nairobi, Kenya.

Adawu, A. (2015, December) *More griefs and anxieties than joys and hopes? Children and childhood in Catholic thought since Vatican II*. Paper presented at the Iannone Conference, Miami, Florida.

Adawu, A. (2015, May) *Eulogizing Jesus: On rituals, video research and practical theology of childhood in African Catholicism*. Paper presented at the Iannone Conference, Miami, Florida.

Adawu, A. (2014, December) *More than human rights: On public theology and childhood disability*. Paper presented at the Iannone Conference, Miami, Florida.

Membership of Professional Association(s):

- TESOL International Association (2008-present)
- The American Association of Applied Linguistics (AAAL) (2008-present)
- The American Educational Research Association (AERA) (2009-2020)
- Sociocultural Theory and Second Language Learning Research Working Group (2010-present)
- Second Language Writing Research Working Group (2011-present)
- International Academy of Practical Theology (2018-present)
- National Union of Ghana Catholic Diocesan Priests (NUGDPA) (2003-present)
- Catholic Archdiocesan Priests Association, Cape Coast (2003-present)

Institutional Service:

Acting Head, Department of English Education, UEW, University of Education, Winneba.	August 1, 2021 – January 31, 2022
Member, University Academic Board, UEW, University of Education, Winneba.	August 2021 – January 2022
Member, Department of English Education IT Committee University of Education, Winneba.	2021-present
Member, Department of English Education Appointments Committee University of Education, Winneba.	2021-present
Member, Department of English Education Accreditation Committee University of Education, Winneba.	2021-present
Member, Department of English Education Graduate Board Committee University of Education, Winneba.	2021-present

Professional Service or Consultancy outside the University

Dean, Winneba Deanery, Archdiocese of Cape Coast – January 2022

Member, Board of Governors, St. Augustine College, Cape Coast – January 2022

Founder & Executive Director, Africa Youth-Now Foundation – May 2020 – present
Africa Youth-Now Foundation (AYNF) is a Christian organization that promotes the integral development of children and young people in Africa. We founded AYNF to help us reach children and youth in Africa. Our goal is to equip the young people spiritually, intellectually and morally to make bold and enlightened choices for their families, their communities and for themselves.

Member, Committee for Inter Religious Dialogue Archdiocese of Cape Coast, Ghana - 2005 –2007
As a Catholic working group, the Committee was tasked with engaging other Christian bodies and non-Christian faith traditions in promoting peace and the common good through collaboration.

Project Coordinator for Child Education and Welfare Fund - 2001 – 2002
CEWF is a non-governmental organization in Ghana committed to girl-child education. I liaised with funding agencies to assist the organization to complete a school building project in Senya-Beraku, Ghana. I am still connected to the school (Mother Teresa School for Girls). I assist the school to design programs to facilitate the teaching and learning of English and to promote the education of girls and other children in the community.

Honours, Awards, Prizes or Professional Recognition:

Recognition of Academic Excellence in Doctoral Work 2015-present
Theta Alpha Kappa – The National Honor Society for Religious Studies and Theology, St. Thomas University Chapter, Florida, USA

College of Education International Travel Fund Award University of Maryland, College Park, MD, USA	2010
International Teaching Fellow Graduate School and Center for Teaching Excellence, University of Maryland, College Park, MD, USA	2008/2009
Academic Excellence in Doctoral Studies Golden Key International Honour Society	2008
Outstanding Student of Systematic Theology Award St. Peter's Regional Seminary, Cape Coast, Ghana	2003
President, Student Representative Council St. Peter's Regional Seminary, Cape Coast, Ghana	2002/2003
B.A. First Class Honors (Summa Cum Laude) University of Ghana, Accra, Ghana	2001

Ongoing Research Projects

I am working with a colleague (Dr. Andani Kholinar) on two research projects. I am also seeking funding for a third and multi-year project.

1. Educating Teachers on the Use of Educational Technology in Ghana Amidst Covid-19 and Beyond

This work examines our first-time experience teaching Technology for Language Teaching and Learning of MPHIL students at the University of Education, Winneba in Spring 2021. The framework of this paper is based on two key issues: (1) challenges to the project of teaching technologies course in the environment (UEW, Tertiary education sector) and (2) the areas of potential excitement for the future of Technology in language education in Ghana's secondary education and college of education sectors (where a significant number of our postgraduate students are located professionally).

2. Government E-learning Intervention during Covid-19 and Teacher Preparation

This work examines the government of Ghana's measures to implement E-learning measures in Senior High Schools during the Onset of the Corona Virus outbreak in 2020. The crux of this research is the investigation of the role teachers' preparedness in the area of expertise in technology played in the implementation of this government scheme.

3. Multimodal Pedagogy and the Teaching and Learning of Language and Literature

Teaching and learning in all disciplines and at all levels are increasingly taking a multimodal turn. In all subject areas, the advancement in technology and access to digital tools have made it easier to mesh different modes (visual, oral, written, etc) together to create single and multiple texts, and to share these texts with people all over the world. In fact, many consider this a paradigm shift in education in general. In light of the proliferation of multimodal texts made possible by technological advancement and prevalence of digital tools, a number of scholars have proposed that efforts made in teaching and learning English as a second language need to consider engaging students in reading and producing multiple text forms. The multi-year project engages teachers and learners in composing multiple text forms to

construct meanings that are not possible with the use of words alone, and in participating in social discourse and transformation through multimodal communication. The current focus of the project is to examine the impact of multimodal pedagogy on the teaching and learning of language and literature. Implications for English Education in Ghana will be examined.

Referees:

Upon Request

Updated May 2024