

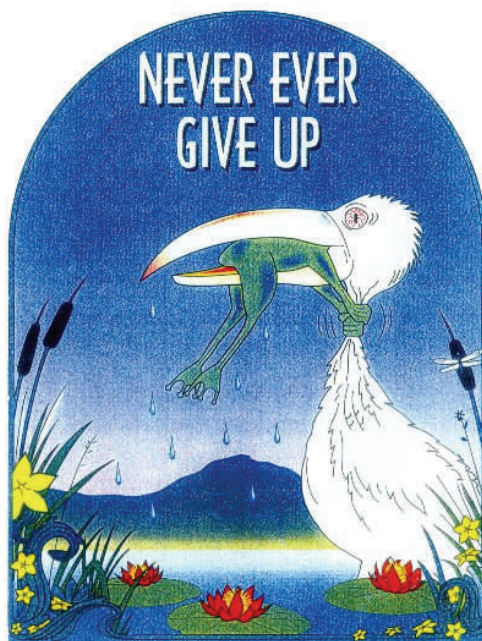
# THE ESL LINK

## STICK-TO-ITIVENESS

Stick-to-itiveness: it's one of those 'good old fashioned virtues' meaning persistence; firmness of purpose; resolution; the aptitude, determination, and ability to continue doing something despite difficulties and see it through to completion. To not give up. This time of year perhaps "Stick-to-itiveness" is difficult. The skies are grey, the Olympics are over, Spring isn't here yet...and perhaps student attendance (and that of the volunteers?) is more variable than usual. Having 'put our hands to the plough', though, let's not turn back, not now.

Perseverance is also a biblical virtue. There are many promises and exhortations to perseverance. For instance, "be strong in the Lord and in the strength of his might, ... praying at all times in the Spirit, with all prayer and supplication. To that end keep alert with all perseverance" (Eph 6); "pay close attention to yourself and to your teaching; persevere in these things" (1 Tim 4); "God's kindness [is promised], if you continue in His kindness" (Rom 2); "he which hath begun a good work in you will perform it until the day of Jesus Christ" (Phil 1); "our Lord Jesus Christ, who will sustain you to the end" (1 Cor 1); "the Lord is faithful, who shall establish you, and keep you from evil" (2 Th. 3).

Of course some of these passages (and there are many more) speak of the final end...but is not 'the final end' only reached via many intermediate ends? And remember, Jesus promised, "I am with you always, even to the end of the age."



## RESPONDING TO THE NEEDS OF YOUR STUDENTS

Newcomers take many different pathways to arrive in Canada. Many make a choice to come here, usually with the expectation that their professional background will benefit the Canadian job market. They were, after all, awarded "points" for their degree! Often, however, these hopeful souls end up in menial jobs.

Take the example of engineers. Each year around 10,000 newcomers make their home in Canada with international engineering credentials; a further 4-5000 students graduate from Canadian universities with engineering degrees. But, there are not 14,000 engineering jobs to be had each year and the competition is fierce. The shock and disillusionment that results is frequently expressed in ESL classrooms. What is the ESL teacher to do?

Other newcomers arrive as refugees, fleeing military conflict, natural disasters, and/or persecution in their homeland. They had not dreamed of coming and experience profound loss. Their needs can be overwhelming. Where does the caring ESL teacher turn for support, understanding and help?

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## HELPING STUDENTS BECOME GOOD LANGUAGE LEARNERS

In the last issue we talked about the characteristics that make up a good language learner (see SOCEM Newsletter Vol. 1-2, "Have You Wondered"). A good language learner actively takes charge of his/her learning, utilizes every opportunity to practise and communicate, is relaxed and positive, attends to form and meaning, and is good at grasping meaning through contexts. How can a teacher help foster some of these traits?

Consider the following:

**(1) Get to know the learning styles of your students.** Try using a questionnaire at the beginning of your course like the one at <http://www.sil.org/lingualinks/languagelearning/Prepareforlanguagelearning/attitude.pdf>

**(2) Think about what learning style traits your students already possess and what need developing.** For example, some students may need to develop more ambiguity tolerance if they demand an exact, literal translation for every vocabulary item. Use an example in their first language to illustrate ambiguity if you know it, or use colours or pictures to illustrate if

you don't. You can find information on the four main learning styles and guidelines for each at <http://www.sil.org/LinguaLinks/LanguageLearning/WaysToApproachLanguageLearning/FourApproachesToLanguageLearn.htm>

**(3) Make your lessons fun.** Use games, role plays and humorous materials. These help create a warm and relaxed atmosphere, lower inhibitions and increase cooperation in the class. (See, for example, <http://rongchang.com/lsnplan.htm> for lesson ideas;

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# HELPING STUDENTS BECOME GOOD LANGUAGE LEARNERS

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<http://www.esl-galaxy.com/board.htm> for communicative board games, and [http://www.verbivore.com/arc\\_ceng.htm](http://www.verbivore.com/arc_ceng.htm) for humour.)

**(4) Be aware of contexts.** Use objects, pictures or examples to explain vocabulary; stress the meaning and use of grammar apart from its form; brainstorm prior knowledge of a topic before asking students to read.

**(5) Design activities that utilize global, right-brain processes to balance the analytical aspects of language learning.** For example, ask students to compare and describe pictures; sing songs or listen to music together. Teach skimming to get the gist of a reading text; facilitate prediction and guesswork in listening and reading.

**(6) Draw attention to patterns in vocabulary and grammar.** For example, look at the role of prefixes and suffixes, or patterns in irregular verb forms. Discuss what aids memory (for example, use flashcards, jazz chants, songs; see also <http://en.wikipedia.org/wiki/Mnemonic>.)

**(7) Assign "homework" that connects the students' lives with language learning.** For example, ask them to jot down real-life language questions in a journal; go on English-speaking 'field trips' together; connect students with native speakers.

There are many more possibilities. Can you add to the list?

## REPORTS FROM THE FRONT LINES

### ESL in Stouffville:

After attending the latest SOCEM annual Gathering, representatives from two Stouffville churches invited other churches in the area to participate in a joint ESL outreach to the community. This is a pioneering effort and the form that this English Language Learning (ELL) ministry takes will emerge as interest, gifting and needs become more apparent. Cooperation has already begun between SOCEM, SUBS (School of Urban Biblical Studies), and local churches. Although there will be a variety of expressions, we value and embrace collaboration and unity among the churches. Our desire is that when we teach our new neighbours the words, "Love one another," they will know that the churches of Stouffville preach what they practice. For more information, contact Tim Jacobson at [Tjacobso@sim.ca](mailto:Tjacobso@sim.ca)

### From Kitchener:

I'm doing a fun ESL session on the theme of "Story" for my class of (mostly) intermediate students. Story is a cross-cultural medium and the lessons are often cross-cultural as well. We look at one Bible parable or illustration each week. (I usually write it out in a simplified version that I adapt from the TEV/Good News Bible.) We discuss some vocabulary, listen to one of our native-speaker volunteers tell the story, read it over in small groups, and discuss the lesson(s).

Then we usually have more activities based on the theme of the lesson. For example, we will have a Sports/Competition theme based on Paul's illustration of running a race, around the time of the Olympics. (On the same day, we'll also look at Aesop's story of the Tortoise and the Hare.) Our students have received this series very well so far. Students also share parallels from their own language/culture and get quite involved in the group discussions.

For more information, contact Carol Blake, at [carolb410@gmail.com](mailto:carolb410@gmail.com).

### From Toronto:

The School of Urban Biblical Studies (SUBS) is offering a training course in ESL ministry on Monday evenings, April 12 - June 7th, at Queensway Baptist Church. This course is for prospective teachers and for those already involved in ESL ministry who want to hone teaching skills in pronunciation, reading, listening, writing, speaking, needs assessment, and giving corrective feedback. The course will also cover aspects of program design for those wanting to start an ESL ministry. The cost is \$75 + 5% GST.

For information on how to register go to the SUBS website [www.urbanbiblicalstudies.org](http://www.urbanbiblicalstudies.org) or contact them at 416-497-2424 (112) or by email at [subs@sim.ca](mailto:subs@sim.ca).

## CONTRONYMS

... a word with two meanings that are the opposite of each other

### Bolt - secure, run away

- He bolted the door.
- He bolted when he got scared.

### Bound - moving, unable to move

- He was on a train bound for Toronto.
- The splint was bound to his leg with tape.

### Clip - fasten, detach

- He clipped the pin to his shirt.
- She used scissors to clip her hair

### dust - remove particles, lay down particles

- He dusted the picture frames,
- She dusted the cookies with powdered sugar

### fast - quick, unmoving

- He ran very fast.
- He pulled on the rope, but it held fast

### Fix - restore, castrate

- He fixed the broken table.
- They had their puppy fixed

### Left - remaining, departed from

- After taking an apple, there were two left.
- He opened the door and left

### Off - off, on

- He turned the lights off.
- When the window broke, the alarm went off

See:

<http://www.wikipedia.org/wiki/Conronym>  
[http://www.rinkworks.com/words/conronym\\_s.shtml](http://www.rinkworks.com/words/conronym_s.shtml)

## "TO CHANGE A NATION ..."

"To change a nation, teach its leaders. To teach its leaders, go to the universities." (Dr. Malik, U.N.)

Consider going as a foreign teacher and help change Asian countries by impacting their future leaders. Equip them with English, model godly values, interact with them on campus, host them in your home and develop personal relationships with them.

To find out how, contact the ELIC (English Language Institute, China) Ontario representative Elmer Warkentin at

[elmer.warkentin@gmail.com](mailto:elmer.warkentin@gmail.com).

# ESL AT AGINCOURT PENTECOSTAL CHURCH

ESL at APC started in October, 2005. Situated in Scarborough, our church had been aware of the large ethnic population in the area, many of whom were new immigrants. In 2005 we employed a pastor with a view to starting a Chinese satellite church to reach out to them. ESL ministry naturally became part of this outreach, as providing help in English was a great way to befriend and aid the new immigrants.

With a number of dedicated volunteer teachers, pastoral leadership and the help of SOCEM, we began with Beginner and Intermediate Conversational ESL classes and an Intermediate ESL Bible Study. The Chicken Soup stories and SOCEM's conversation sheets were among the early curricula that we used. In 2006 an Advanced class became part of the program. Since then, the program has continued to develop in size and quality.

We regard the program as still developing and "in process". Over the years we have seen a growing interest in our classes among our neighbours. Our team of volunteer teachers includes some long-time, seasoned members who keep coming back year after year as well as recent additions. We are using a variety of curricula, including the piloting of *The Virtues*, "home-grown" conversation sheets and the new Alpha for ESL course (a simplified version of Alpha with a live speaker and ample discussion time). The two-pronged approach of Conversational and Bible-based lessons continue to be a feature of our program. During the summer weeks of 2009, we proactively invited the LINC students adjacent to our building to come for tea, snack and a conversation hour after their LINC classes. Over 20 came each day, and there was a wonderfully relaxed and fresh atmosphere as our church was graced by these "strangers."

At the moment we are trying to strengthen the system of recording student attendance across the 10 classes we have, so that we can better understand student trends. We are also looking into beginners' materials, including collecting good pictures. At the same time we are meeting together more regularly as teachers for input and evaluation, apart from the training session in the fall.



We would appreciate prayers for:

- 1) our students, that they not only come for a few times but stay, having been drawn by the love of their teachers and others;
- 2) more labourers for the harvest: that the Lord will raise up many more with the heart and commitment for those who are new to this country;
- 3) more creativity and energy for all of us involved: ways to reach out, materials to use, structuring of lessons and classes. Pray that we would not be weary in doing good, but be steadfast, immovable, giving ourselves fully to

the work of the Lord;

- 4) that ongoing friendships between students and teachers will lead to more fruit for the gospel and the Kingdom.

A few weeks ago a student got hold of me at the end of a church service because she needed someone to talk to regarding some issues in her family. Yesterday, I saw a student go back home and come back again after a class just to bring some dumplings for her teacher. Our labour is not in vain: in the big scheme of things, the Lord is using all of us to bring those "far away" one step closer to His Kingdom, even when it is not so obvious to us.

For more information, contact Jennifer Tong at [jennifer-cheeyee@gmail.com](mailto:jennifer-cheeyee@gmail.com)



## FREE BIBLES FOR ESL PROGRAMS

See <http://southern-ontario-esl-ministries.blogspot.com/2009/03/free-bibles-for-christian-esl-programs.html> for details.

## RESPONDING TO THE NEEDS OF YOUR STUDENTS

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Canada is also seeing an influx of temporary foreign workers. These newcomers have specific, marketable job skills but are often victims of confusing bureaucratic processes. Some are here only because their job brought them to our shores. Behind the scenes, many are exploited by employers who threaten to deport them at the first sign of trouble. In confidence they may explain to the ESL teacher the abuses they are experiencing. Where does the ESL teacher turn?

Finally, there are many who come to Canada seeking asylum, such as the Romas from the Czech Republic or Hungary. There are often profoundly troubling stories beneath the surface such as persecution, mistreatment, or fear of uncontrollable violence in their country of origin. These are the most vulnerable of all, and often they are met with little compassion or understanding. They have limited rights and are not eligible for many services available to other government-recognized immigrants. Most are distrustful and fearful to explain their real story, even to ESL teachers. Yet, as trust is gained and their stories revealed, where is the ESL teacher to turn?

Some churches are equipped with extensive support structures and skilled persons to respond to a variety of needs; many are not. Consider going to [www.settlement.org](http://www.settlement.org) where you can locate settlement agencies closest to your church. Other helpful resources to support newcomers or increase your understanding include:

- The Canadian Council for Refugees - [www.ccrweb.ca](http://www.ccrweb.ca)
- Experiences of Refugee Youth in Montreal - [www.lifestoriesmontreal.ca](http://www.lifestoriesmontreal.ca)
- Immigrant Children - [www.immigrantchildren.ca](http://www.immigrantchildren.ca)

The ESL teacher reflects the heart of Jesus by expressing deep compassion, providing direction and support to the vulnerable and needy. You can be part of God's response to those in need.



# BUS STOP BIBLE STUDIES

"For it is by *grace* you have been saved, through faith [in Jesus Christ]—and this not from yourselves, it is the gift of God—not by works, so that no one can boast.."

The Bible: Ephesians 2:8 New International Version

To understand the meaning of the word "grace" is to understand the essence of the Christian faith. Grace—the freely given, unmerited favour and love of God.



A Study on Grace

[www.busstopbiblestudies.com](http://www.busstopbiblestudies.com)

St. Chad's Anglican Network Church is among the many Toronto churches that have sponsored Bus Stop Bible Studies. We think it's a great idea! Bus Stop Bible Studies is a not-for-profit corporation that has been granted charitable status by Canada Revenue Agency. Tax deductible receipts are issued for all donations of \$20 or more. Here's an excerpt from their web site:

"Devote yourself to the public reading of Scripture" — Timothy 4:13

Bus Stop Bible Studies has been posting Bible messages inside Toronto, Burlington and Calgary transit systems for a little over two

years. The messages, which include more than 300 different designs, have challenged and encouraged millions of transit riders. It is estimated that these displays have been viewed more than 150 million times.

Above is an example of a standard Bus Stop Bible Study which can be posted inside or on the back of public transit vehicles. An interior panel measures 35" wide by 11" high. An exterior panel measures 70" wide by 21" high. A standard interior panel can be sponsored from just \$55 for 12-weeks. Select from more than 400 different 'studies' at [www.busstopbiblestudies.com](http://www.busstopbiblestudies.com).

## FUN WITH ENGLISH

1. Why is the third hand on the watch called the second hand?
2. Why do we say something is out of whack? What is a "whack?"
3. Why does "slow down" and "slow up" mean the same thing?
4. Why does "fat chance" and "slim chance" mean the same thing?
5. Why do "tug" boats push their barges?
6. Why are they called "stands" when they are made for sitting?
7. Why is it called "after dark" when it really is "after light"?
8. Doesn't "expecting the unexpected" make the unexpected expected?
9. Why are a "wise man" and a "wise guy" opposites?
10. Why do "overlook" and "oversee" mean opposite things?
11. If work is so terrific, why do they have to pay you to do it?
12. If all the world is a stage, where is the audience sitting?
13. Why do you press harder on the buttons of a remote control when you know the batteries are dead?

## ESL Easter Lessons

See <http://esleasterlessons.blogspot.com>

May this season be special for you and your students!



14. Why do we put suits in garment bags and garments in a suitcase?

15. Why doesn't glue stick to the inside of the bottle?
16. Why do they call it a TV set when you only have one?
17. Why do we drive on a parkway and park on a driveway?

We're on the WEB:  
[www.eslministries.org](http://www.eslministries.org)

Please send your prayer requests, updates, stories and reports to [eslministries@gmail.com](mailto:eslministries@gmail.com)

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Southern Ontario Cooperative of ESL Ministries