

THE ESL LINK

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Photo: http://mums-babies.blogspot.ca/2015/01/sg50-family-picnic-istana_5.html

Have a Peaceful, Restful Summer!

“The Lord gives strength to his people; the Lord blesses his people with peace.” (Psalm 29:11, NIV)

Both the strength and the peace that we need are found in Jesus Christ. Sinners have neither the strength to save themselves from their sins nor the capacity to enjoy a peaceful relationship with God. That’s why Jesus shed his blood, died on the cross and was resurrected. We can have peace with God through faith in him. Most of us already know the saving work of Christ but let us never forget to praise him and to thank him for the peace that we enjoy. A little gratitude shown toward God every day will go a long way—He will be pleased and we will have joy!

“Come to me, all you who are weary and burdened, and I will give you rest.” (Matthew 11:28, NIV)

So, what if we have peace yet feel weak, tired or even burnt out? What should we do? We know the answer: we should go to Jesus! However, do we always do that? We can seek God in prayer, in Bible study and during times of corporate worship. Jesus will give us rest.

Are you looking forward to rest and relaxation throughout the summer months? Some of us will continue to work, and though we will be busy, we will continually look to Christ, who is the strength of our lives. Colossians 3:4 (NIV) says: “When Christ, who is your life, appears, then you also will appear with him in glory.” Jesus is our life, he is our strength. Isaiah 40:29 tells us who he gives strength to—“to them who have no might” (Isaiah 40:29, KJV). Let’s wait upon the Lord this summer and receive strength to minister to others. Thousands of ESL students from around the world have come to Canada to study English or to start a new life here. May those God sends to us find strong Canadian Christians ready to meet their needs through the strength of the Lord. To God be the glory!

—Timo Posti

Call for
Proposals for
SOCEM Conference
Gathering XII

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How is ESL connected to the great outdoors? See [ESL Travel Adventure](#) for an alternative ESL program that integrates outdoor activities with ESL instruction.

Thinking of your students this summer? See also the [Learn to Camp](#) program at Ontario Parks—a great program to recommend to your students who would like to try out camping.



Summertime!

Resources for ESL Summer Lessons

Is your program continuing through the summer? Here is an assortment of ideas and lesson plans based on topics to do with the summer. Pick and choose, or let these stimulate you for further ideas.

Summer Worksheets (beginners' level)

CANADA DAY

- <http://eslcorner.settlement.org/canadian-citizenship-and-culture/canadian-culture/canada-day>
- http://www.eslholidaylessons.com/07/canada_day.html
- http://bestofthereader.ca/Ebooks/Canada_print.pdf
(a series of stories about Canada with accompanying activities; beginners' level)

PAN AM GAMES

Reading materials (Intermediate or above)

- <https://www.tcdsb.org/pages/toronto-2015-pan-am-and-parapan-am-games.aspx>
- [10 things you should know: 2015 Pan Am/Parapan Am Games](#)

TRAVEL AND HOTELS

Beginner dialogues

- <http://www.eslfast.com/robot/topics/travel/travel.htm>
- <http://www.eslfast.com/robot/topics/hotel/hotel.htm>

Intermediate speaking activities

- http://www.tefl.net/esl-lesson-plans/TBW_Holidays-HolidaysAndHotels.pdf

CAMPING

Conversation questions

- <http://www.eslconversationquestions.com/camping/>
- http://teflpedia.com/Camping_conversation_questions

Camping themed questions

- <http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=3179>

SUMMER SAFETY TIPS

(can construct ESL lesson plans based on these authentic reading materials)

- <http://healthvermont.gov/prevent/summer/safety.aspx>
- <https://www.getprepared.gc.ca/cnt/rsrscs/sfttps/tp201407-en.aspx>
- <http://healthycanadians.gc.ca/eating-nutrition/safety-salubrite/seasonal-food-aliments-saisoniers/summer-safety-salubrite-ete-eng.php>
- <http://www.cdc.gov/family/kids/summer/>

Summer Activities for ESL Students

There is an endless number of activities your students can do during the summer. The following are some possibilities mainly around the GTA, but including other parts of Ontario as well.

We just took a group of students to Kensington Market in Toronto on Pedestrian Sunday (May 31, 2015). The roads were blocked off and pedestrians could walk freely around this eclectic neighbourhood.

Share with your students a typical North American past time by watching the Blue Jays. Understanding baseball can be a challenge if they aren't familiar with the rules of the game. Regardless, they should be entertained with the activities featured in between the innings. The more is always the merrier.

This summer in Southern Ontario is very special because the province will host the [Pan Am Games](#) in July. There'll be crowds of visitors coming to Toronto and there'll be plenty of activities in the city. Are your students interested in getting volunteer experience? [More Than Gold](#), a Christian organization, is looking for volunteers to provide hospitality.

If you are looking for a more serene and typical Canadian experience, invite your friends over for a BBQ or a weekend at the cottage. We've tried bringing a group camping at Muskoka or on a road trip to Niagara Falls or Ottawa. If you like something lighter, there are always parks that are perfect for walking and hiking. Walking along our Great Lakes such as Lake Ontario can be a wonderful experience. Check out the [Harbourfront](#), or our beaches.
—Nathan Kwan

Editor's Note: See a link at our SOCEM website ([here](#)) for more ideas of out-of-class activities for ESL students (that go beyond the summer). Do you have further ideas? Why not post them on our Facebook page at <https://www.facebook.com/SouthernOntarioCooperativeOfEslMinistries?>

Wondering what activities you can do with your ESL students this spring/summer season?

Here is an idea: [Durham gardening workshop helps newcomers to Canada grow together](#)

Call for Proposals for SOCEM Conference, Gathering XII

The next SOCEM Conference, Gathering XII, is set to take place on October 24, 2015 at Westminster Chapel at High Park. We are now accepting proposals for workshops. Workshops are one hour long and can focus on different aspects of teaching ESL. Here are a few possible categories:

- (i) a practical, hands-on workshop introducing curricula or materials
- (ii) a focus on teaching different language skills (e.g. vocabulary, speaking, writing, pronunciation)
- (iii) particulars in church-based ESL, such as ways of incorporating the gospel and Bible-based curricula, recruiting and training volunteers, involving the broader church community, etc.
- (iv) deepening our understanding of the processes and practices of language acquisition with applications for our programs, e.g. different approaches to language learning (LL), stages and styles of LL, psychological and spiritual challenges of LL, etc.

If interested, please send a brief (100-200 word) description of the proposed content (and, if possible, a title), along with the presenter's name, email and church, and one or two lines about your experience, to eslministries@gmail.com by July 10, 2015. The curriculum planning committee will carefully consider your proposal and get back to you. If accepted we will give you further guidance about your presentation.

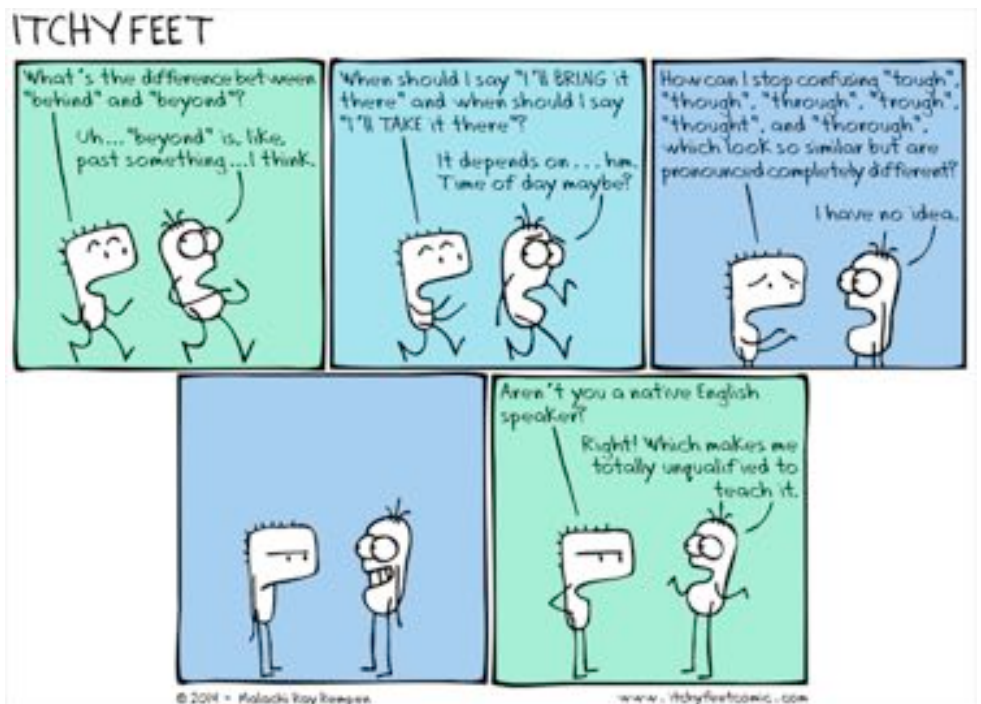
You may see sample topics from the past Gatherings at <https://sites.google.com/site/eslministries/Home/gatherings>.

Many of us have had the experience of helping ESL students with resumes. **Do you know the features of a good resume?** See [What are the best formats for a resume?](#) to find out more. (The right hand column has additional resources.)

Is reading important in your ESL class? Do you know that reading habits have changed in this world of the internet?

Read the following article to find out more, and for a lesson plan for group reading activities:

[Group Reading Review](#)





ESL at a Retirement Centre

In February we began an experimental ESL conversation group at a Retirement Centre in Richmond Hill. I am chaplain at the Centre so it was easy to work with the Program Coordinator to find residents willing to volunteer as well as a place and time to meet once a week. We printed flyers and I went to a few stores asking if there might be interest. I stopped visiting stores because there was so much interest and our volunteers were limited. We wanted to start small and let things grow. In addition to seniors living at the Retirement Centre a local church also expressed interest, promoted the opportunity in the Sunday bulletin and prayed publicly for us. In total we have 6 adult English-speaking volunteers (from the Centre and the church) and we have had 11 or so students coming. There has been much appreciation expressed by all. Initially most of the students were 'intermediate', that is, able to have a conversation, and though the scheduled time was 1 hour, usually the conversations continued beyond the allotted time. In addition, there have been some telephone calls to practice talking on the phone, some informal counseling regarding business advertising, visits to stores and the library to apply for a card, and additional meetings in homes at other times. I have been meeting with one of the spouses whose English was more limited. Initially he was hesitant but quickly became more enthusiastic. (See "Working with a Beginner" for more about that.)

There is much curiosity and interest by other residents at the home and perhaps more will volunteer in the future. [cont'd next page]

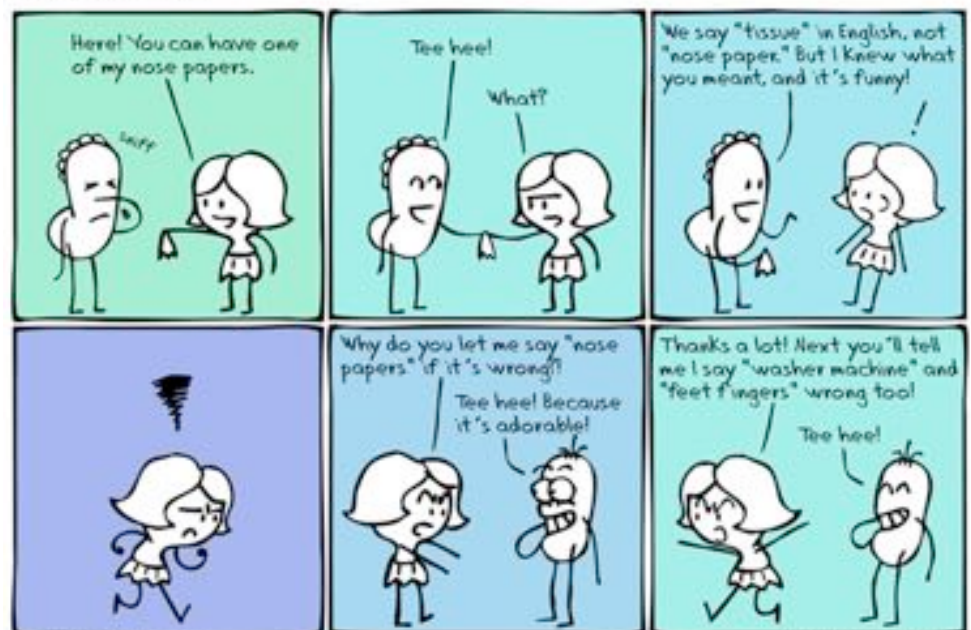
Working with a Beginner

Most of my previous ESL involvement has been with intermediate and advanced learners. On the other hand, I have taught missionary candidates language learning skills prior to their deployment, and so for over 12 years I have focused on beginners... not to mention my own overseas language learning experiences. Recently I have tutored various beginners and have sought to apply the second language acquisition skills for missionaries to ESL students. We are still exploring and working out the wrinkles but initially we have experienced much success. "Success" here means engagement, progress and enjoyment leading to self-motivated learning.

First of all I assess the learning styles. In one case the gentleman was clearly both relational and energetic; he liked to do and build things. The first class we walked around the Retirement Home pointing to basic stuff (table, chair, wall, floor, etc.) and saying the name. The second class we went to Home Hardware, which is only 5 minutes from our meeting place. We simply walked the aisles with either him or me pointing at stuff and saying (and/or) reading the names. Once he relaxed, he began to try to explain to me that he wanted some paint for a railing and a fence. We used gestures, went to the paint section and he pointed at pictures on the cans, etc. Then I asked an attendant for what he wanted so he could see how we ask for help in such situations. He listened, we went to the paint recommended, and debriefed the best we could what we had heard. This kind of activity won his heart to the process and built a good relationship. After that, we picked up a flyer & a catalogue from the hardware store, and on returning to our meeting place I also showed him a picture dictionary. He was intrigued. But how to use the pictures for language learning? Here the 'missionary techniques' kicked in.

I tutored him on the use of what we call "The Look & Listen" method. The first step is for him to point at some things he'd like to know; I say the word...he just listens. Second, I say the words one at a time and he points, still not saying anything. Third, I point at something and say any word and he says 'yes' or 'no' depending on whether I said the right word. It's game-like and he liked it when I tried to trick him. Not having to speak was a great relief to him; it is also very good cognitive pedagogy for the initial steps. But he did want to try to pronounce the words, and so, fourth, he points at something and says the word the best he can; I repeat it and he mimics, back-and-forth as [cont'd next page]

ITCHY FEET



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Ten Tips for Dealing with Late ESL Students

Here are ten tips to help you deal with late students in your ESL class:

1. Start with a bang! Use a mini-lesson or a quick comment based on the front page of the newspaper, so that if students come in late they have missed something and have to catch up and feel disoriented.
2. Start on time! It seems obvious, but if you start your class like clockwork students will realize time is important.
3. Make the class a welcoming place to come early to, greet students by name with a smile.
4. Start with a quiz. Late students get the questions wrong that they missed.
5. Sing "O Canada" and start class exactly as the song ends (YouTube has many variations if you have access).
6. Keep the door closed. Students have to feel embarrassed to open the door and come in.
7. Keep the door closed and locked – students have to remain outside until someone comes and opens the door for them. I try to open the door during mid-sentence of instructions so the student doesn't have a chance to say good morning and must sit down immediately.
8. Reward students with perfect attendance at the end of a term with a certificate and/or small gift.
9. Explain the importance of punctuality in Canadian culture and if you have examples of late for work, late for church stories, cite these.
10. Teach a lesson on lateness where students can fill out all or some of these blanks and then discuss their answers vs. the "key" below:

Occasion	Time to Arrive
Job Interviews	5-10 minutes early
Bride for Wedding	15-30 minutes early
Domestic Flight	60 minutes early
International Flight	120 minutes early
Work or Class	1-5 minutes early
Friday Night Party at Friend's	10-30 minutes late

Meet Friend at Coffee Shop

1-2 minutes late = no explanation needed

3-5 minutes late = "Sorry I'm late"

Possibly a text message

6-10 minutes late = "Sorry I'm late, + excuse"

Text message or phone call accompanying

11-20 minutes late = "I'm so sorry, + excuse"

20+ = person may not be there waiting for you

BONUS: Write out a scenario where they are late. Back them up and ask what time did they arrive, what time did they catch their bus, what time did they eat, what time did they wake-up, what time did they go to bed. Write out their schedule. Decide where the change should have been made, re-do the new schedule where the student is on-time.

James Edel; reprinted from <http://eslcooperative.ca/10-tips-for-dealing-with-late-esl-students-james-edel/> with permission.

"Many people in Canada don't think it's important for immigrants to learn either language. They argue newcomers must be offered services in their mother tongue."

Do you agree? Why not? Read more about the ones we haven't reached in ESL programs in this article:

[What best motivates immigrants to learn an official Canadian language?](#)

[ESL at Retirement Centre - from p 4]

In addition, the church mentioned is now considering hosting ESL conversation gatherings. Little by little students are inviting friends and there is organic growth. I'd encourage others to consider involving Retirement Homes. There are so many very astute and available residents, and the 'connection' between seniors and immigrants is very special to witness. You may contact me at eslministries@gmail.com if you wish to chat more.

—Tom McCormick

[Working with a Beginner - from p 4]

many times as he'd like with the native speaker (me in this case) having the last word. One cannot pronounce correctly until one hears correctly, and it takes time for the ears and brain to hear correctly. So, delaying speaking is both a relief and a benefit.

In addition to the nouns we also learned the pronouns and basic 'actor' categories (man, woman, child, old man, etc.) using pictures and "The Look & Listen" method. We added verbs through actions we did (TPR or "Total Physical Response"; see [TPR Curriculum for Adults](#), [A TPR Primer](#), and [Wikipedia Overview](#) for more) or pictures of actions, and then combined all of the above into sentences, again using "The Look & Listen" method. The second half of "The Look & Listen" method adds speaking, but I'll leave matters here for now.

We will continue to explore integrating these "missionary techniques" for on-the-field language learning with our ESL 'classes'.

—Tom McCormick

Intercultural Communication: Gestures

Have you ever heard the saying “a smile means the same in any language”? While this statement may be true, it might be one of the few generalizations a person can make about gestures or facial expressions being universal.

Gestures are given meaning by the culture in which they are used and since they have usually been around for a long time, that meaning is widely understood by those who pass it down from generation to generation, but outsiders may have no idea what they mean, or may assume they carry the meaning that they do in other cultures.

With globalization and Youtube, we have come to know more about the culture clashes that arise when gestures from one culture are used in the context of another. When tourists from Japan come to tour the Rockies, you may see them grouping in front of beautiful scenery for a photo, holding up two fingers on each hand in a “peace” symbol. Yet, you may be surprised to learn that in a culture where it is (or rather, previously was) uncommon to smile in pictures, this gesture symbolizes a smile and indicates that the person in the picture is having fun! Youtube boasts many examples of travel and culture videos explaining cultural differences

between gestures. These videos include examples that show how people from different cultures use their fingers differently for counting. As a result, in Canada we hold up two fingers (similarly to the peace sign) to indicate we would like two of something, but in Europe, they start with the thumb as number one so they would hold up the thumb and first finger to indicate “two”. Both of those types of counting would add a second hand to go past 5, but in Japan counting starts with an open palms, closing in fingers one at a time from thumb to pinky finger until the fist is closed (five) and then opened one at a time starting with the pinky finger until the palm is open (ten). Chinese finger counting is even more complicated!

While gestures differ between cultures, they also change over time within a culture. I have recently observed my teens trying to get out of chores by touching their noses as a symbol for “not me”. This is not a gesture I grew up with and it took quite a while for me to figure out what it meant and notice how often they were using it. Then I observed my Japanese students doing the same gesture, only to discover it means the opposite. So when I ask them “who wants to be first?”, they expect me to

choose the ones who first touched their nose.

Since gestures are non-verbal, they are often overlooked as important elements of an ESL classroom. However, they can lead to considerable confusion and misunderstanding, so a lesson on gestures can add to the teaching we do. It begins with a discussion of the students’ experiences with gestures in their home culture and in Canada. Students might be interested to know how vastly gestures differ among cultures. They might be able to shed insights onto why some of those differences exist. They might also have theories as to how these differences might evolve as cultures grow closer together through travel and globalization. By expanding our class content to include discussions of intercultural communication in the form of gestures we enrich the learning of our students who daily encounter gestures that may differ greatly from the gestures they encountered growing up outside of Canada.

—Dr. Roswita Dressler, Ph.D

www.roswitadressler.com

This article was first published at eslcooperative.ca; reprinted with permission.



Involved in a conversation class? These ten tips will help you lead classroom discussions that engage your students, and ensure students contribute to the conversation. (See if you agree with all of them; if not, why not?)