

THE ESL LINK

IN THIS ISSUE

Good Ideas for Celebrating Christmas with Your Students - 2

Christmas Resources - 2

ESL at Trinity Streetsville - 3

How to Create an ESL Lesson Based upon a Bible Passage - 4

ESL Ministry Training Opportunities in Kitchener and Cambridge - 6

The Emotional Roller Coaster of Teaching - 7

FROM THE EDITOR

The great season of Christmas is upon us. It is a season when we hold our breath again and again at the wonder of the incarnation, our precious Lord Jesus becoming human amongst us. We have prepared a Christmas devotional, Christmas ESL resources and a list of good ideas to celebrate Christmas with ESL students.

On October 22nd, 2016, we held our 13th Gathering at Trinity Church Streetsville. It was a memorable day of worship, learning and networking with others in ESL ministries. About 100 attendees came from all over Southern Ontario from London and Peterborough to Oakville and Brampton. There was an inspiring Keynote address admonishing us to participate in our Lord's redemptive plan of restoration of people for the Kingdom. There were also 14 workshops to choose from. Special for this year was a plenary Panel session on Ministering to Refugees, and a follow-up workshop. In addition, there were 7 display tables representing publishers and mission organizations. You can find a collage of pictures for this conference in this issue. (cont'd p3)



Ken Camp/Baptist Standard

So this is Christmas ...

Yes, Jesus was probably not born on the 25th of December; what we do know though is that "The Word became flesh and made his dwelling among us..." (John 1:14). Did you know that there is more historical proof about Jesus our Saviour, than there is for the largely accepted historical figure of Julius Caesar?

The angels on the night of Jesus' birth sang the following song, "Glory to God in the highest heaven, and on earth peace to those on whom his favour rests" (Luke 2:14). This song was a message of hope, of love and the fulfillment of the promise made by God in Genesis: "And I will put enmity between you and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel" (3:15).

This verse, right at the beginning of the biblical account, tells us that God has made a plan to save his people from the damage that Adam and Eve have done. The plan was that God the Father would send His Son to die at Calvary to pay for the sins of his children.

Jesus was sent to save His people. In the haunting Christmas song "Mary Did You Know", Mark Lowry writes, *Mary, did you know that your Baby Boy would save our sons and daughters?*

Did you know that your Baby Boy has come to make you new? This Child that you delivered will soon deliver you...

Did you know that your Baby Boy is heaven's perfect Lamb? The sleeping Child you're holding is the Great I Am.

This is the wonderful message that we have received, taken to heart and mind and that we pass on to others: the promise of life and abundant life. It is just too good not to pass on. It is a message that can be shared in so many ways. We can knock on doors, we can do street evangelism, and the message can be preached from the pulpit or just shared around the coffee table.

Ah yes, the coffee table, the lunch table and even the classroom. What great opportunities await us? Meeting new people, our neighbours and soon to be friends, sharing our language, experiences and love with those who want to share with us as well.

This is also a time that so many people feel lonely and excluded. For us it may be a time of family gatherings and celebration. But for newcomers or those without family, this can be a time of great sorrow. Let us be more than just ESL teachers; let us be Christian friends opening our homes and hearts, reflecting Christ in our actions. As you reflect Christ in your love and actions, may He richly bless you and yours. A blessed Christmas to you all.

—Glen Zeidler

Christmas Resources

An excellent reading about the North American Christmas traditions, with a glossary:

americanenglish.state.gov/files/ae/resource_files/christmasday.pdf

Christmas traditions around the world; good for starting conversations with students:

www.whychristmas.com/cultures
www.santas.net/aroundtheworld.htm

The history of 12 Christmas items (including carols) that have Christian elements:

[History of 12 Christmas items \(a resource by Wheaton College\)](#)

Stories behind favourite Christmas carols and hymns:

hubpages.com/entertainment/ChristmasCarols

2 Christmas stories from *Chicken Soup for the Soul*:

[A Christmas Story](#)
[The Missing Stocking](#)

Christmas vocabulary:

www.enchantedlearning.com/wordlist/christmas.shtml
iteslj.org/lists/christmas.html

Christian Christmas scripts, if you are thinking along the lines of producing a Christmas play:

bobsnook.org/seasonal.htm (scroll down to find "Christmas"; lots to choose from)

Don't forget to check out the rich resources on our SOCEM site:

esl-christmas-lessons.blogspot.ca

Good Ideas for Celebrating Christmas with Your Students

Christmas is fast coming and many of us have started thinking about Christmas special activities with our students. Here are some ideas collected from different churches in the past, as well as some fresh ideas.

1. Scavenger Hunt: first, match the pictures and words of the Christmas items they will be hunting for. Second, spread out around the building in teams to hunt for the objects. (see handout [here](#))
2. Watch a Christmas movie together. Suggestions are The Nativity Story, or clips from The Jesus Film, The Bible, or The Gospel of John. (See [here](#) for language activities accompanying The Nativity Story.) You can also watch other movies like The Christmas Carol, Charlie Brown's Christmas, or It's a Wonderful Life. These will help students understand North American culture.
3. Go for a special outing. Ideas include the Art Gallery of Ontario (where a special exhibition of Masterpieces of Landscape and the spirituality of the painters is on this year; see [here](#) for details); Christmas concerts like Handel's Messiah (see [here](#) for concert listings, classical and jazz) or The Nutcracker ballet; Christmas plays that different churches put on; or the Christmas Market at the Distillery District in Toronto ([here](#)).
4. Plan an evening of carol singing in a local home, where students can mingle with Canadian families (perhaps from the church), taste Christmas treats, admire Christmas decorations and sing.
5. Simple Christmas activities:
 - a. Christmas craft (ideas we have tried include making gingerbread houses (from pre-packaged kits); snow globes; snowman from sock and rice; cutting a snow flake; search the web for ideas), can be a competition for the best entry;
 - b. Christmas word search (can ask students to improvise a speech using the words after they have searched);
 - c. Christmas colouring (can be a competition also)
 - d. Christmas trivia
 - e. Bake Christmas treats together, or make Christmas cards.
6. If you prefer more 'educational' activities, you could try:
 - a. Teachers or students presenting on "Christmas in my culture", with lead time for preparations;
 - b. Readings and reading exercises using Chicken Soup Christmas stories;
 - c. Christmas word lists
 - d. Christmas conversation sheets
 - e. Christmas symbols presentation (ask students to each research on and present the origins and characteristics of Christmas symbols such as candy cane, St. Nicholas, wreath, etc.)

If you pause and think, ideas can be endless. Remember that it is a time to share Jesus' love, and this can be done through direct Christian activities, or hospitality, or simply sharing the time together with fun and cultural exchange activities. Happy planning!

(from p 1) Also, there are a few articles that sum up the content of different workshops. Read ahead to learn about what you have missed, or to refresh the memory of those workshops you attended. We will continue to publish workshop summary articles in upcoming issues.

May you keep finding inspiration and encouragement from what you learnt in the conference, over this special season and into the New Year; and may the love of Christ continue to compel you towards good works. Have a Blessed Christmas!

The ESL LINK is looking to expand its Editorial Team! If you have an interest or gift in editing, or find yourself often having ideas of how to improve the ESL LINK, please get in touch with us at eslministries@gmail.com

ESL at Trinity Streetsville

Trinity Anglican Church, Streetsville, is located in Mississauga. Having an ESL outreach to our community had been a dream of mine for several years. I talked with our local high school's ESL teacher and a few people from the church who had experience teaching ESL. We formed a committee to pray, discuss and decide how to proceed. Then we promoted the idea in our church bulletin to see who else might be interested in being a tutor. We gathered a team together and held some training sessions led by a missionary who had some experience in teaching ESL.

We began offering conversational ESL classes in 2003 with a Tuesday morning (9:30-11:30) and Thursday evening class (7:00-9:00). We promoted it in our local community with signs in local stores, the library, and on our church sign. And, lo and behold, people came! We offer a Fall Session Sept-Dec and a Winter/Spring session Jan-June. The students still wanted to meet for friendship and conversation over the summer; so, in July, we met twice informally at a local Tim Horton's for 1 hour of conversation. (However, we

outgrew that a few years ago and came back to the church one year and this year met in the community room of a local senior's apartment.)

This past year, we offered a Thursday morning class, drawing many of the same students who came on Tuesday. We have a different team of tutors for our Tuesday and Thursday classes, with a total of 13 tutors involved. It's been 13 years now and the morning attendance is usually between 12-22 in the Fall and the Spring and less during the winter months. The Thursday evening class has about 3-6.

Our students come mostly from Asia (China, Japan, Indonesia). Some are from Egypt, Sri Lanka and occasionally from Latin America and Russia. They are mostly seniors living with children, and some retired on their own in local senior's apartments. The rest are 40-50-year-olds who are in Canada for their husband's jobs, or so their children can attend school/university.

They are mostly educated in their own country. Many have had English classes in their own country and can read, but have little confidence in speaking. In the past 2 years, we have had an influx of elderly Chinese who have no English and we have split the classes into a Beginners and Intermediate/Advanced group. They enjoy the friendships that have developed in the class and the care and interest of the tutors. One of our students attends a conversational ESL group held in a local library and has spread the word about our class. We even gave him some printed "business cards" that tell about our classes. We have gained many new students this way. *Click here to continue reading*

Gathering XIII, October 22nd, 2016, Trinity Church Streetsville.



How to Create an ESL Lesson Based upon a Bible Passage

In the workshop of the same title in SOCEM's Gathering XIII, I explained how to turn a Sunday School Bible story for kids into a lesson for adult ESL learners (intermediate level) by following a commonly-used framework for second language reading comprehension. At my church (Historic St. Paul's Lutheran in Kitchener), we use the three-year Sunday School lesson series/materials offered by Concordia Publishing House (CPH) [www.cph.org]. The steps for building a lesson are outlined below.

Common Methodology for Teaching a Reading Lesson

PRE-READING PHASE

- activate students' prior knowledge of the reading topic
- provide any historical/cultural background to better understand the context
- review unfamiliar vocabulary (words/expressions) used within the reading passage

WHILE-READING PHASE

- help students understand specific content and main ideas with **guiding comprehension questions** and **"search-for-information" tasks**

POST-READING PHASE

- discuss comprehension questions with students
- extend/apply message of text to students' personal lives

Steps for Building a Lesson

Remember to always begin with prayer. Ask for the Lord's guidance as you prepare a lesson about His Word.

Step 1

Copy and paste the Bible passage onto a Word document.

Resources I use:

- ESV translation of the Bible as found on the **Bible Study Tools** website <http://www.biblestudytools.com/> [This site will automatically align verse numbers along the left side for easier reference.]

Step 2

A. Create pre-reading questions.

- activate students' prior knowledge about the general topic of the text
- elicit students' own personal experiences related to this topic
- check their knowledge of certain key words/concepts

B. Provide any historical or cultural background information to aid in understanding the context of the passage.

- consider the "cultural mindset" of the audience at the time the words were written or spoken (especially Jesus' listeners)
- explain Jewish customs/beliefs and related Old Testament Laws of Moses

Resources I use:

- Study Bible with commentary [My preference is **The Lutheran Study Bible—ESV**]

- Complete Bible Discovery Guide [from CPH]
- **Bible Exploration Guide** booklets [part of CPH Sunday School materials]

Step 3

Review unfamiliar vocabulary words and expressions.

- identify these words in the Bible passage with **bold print**
- create exercises to **review definitions** (e.g., matching, multiple choice) and **practice using words in context** (e.g., students write original sentences with new vocabulary words)

Resources I use:

- Online learner's dictionaries by **Merriam-Webster**, **Oxford** and **Cambridge**

Step 4

Create guiding comprehension questions and "search-for-information" tasks.

- Use questions that ask for
 - **explicit** information that is literally stated
 - **implicit** information that can be inferred
- Develop students' **scanning skills**:
 - Ask them to locate certain names, places, and other key words in the text or on a map within a time limit
 - Ask them to find certain information within the text to complete a chart

Step 5

A. Determine the Key Point—LAW/GOSPEL Message.

LAW	GOSPEL
Shows us our sin and the wrath of God ; shows us our need for a Saviour	Shows us our Savior and the grace of God ; shows us the forgiveness of sins
Teaches what <u>w</u> e are to do and not do—a guide for leading a God-pleasing life	Teaches what <u>G</u> od has done, and still does, for us—the GOOD NEWS of our salvation in Jesus Christ
Found in texts that command, warn, threaten, or condemn [The LAW of God includes all His commandments and threats.]	Found in texts that speak of God's promise, consolation, forgiveness, and salvation in Christ [The GOSPEL consists of His promises and gifts in Christ.]
Recommended resource: God at Work—Changing Lives by Teaching Law and Gospel [by CPH]	

B. Create application questions and integrate related Bible verses.

- Use the **Key Point—LAW/GOSPEL Message** as your guide
- Ask questions that extend and relate the central message of the text to students' personal lives
- Include additional Bible verses to reinforce this message

Tips for Lesson Delivery

- Give students the lesson sheet one week in advance to read and complete
- Encourage students to use a bilingual Bible so they can read the passage in both their first language and English
- During the class period:
 1. Begin (and close) with prayer

2. Discuss **Pre-Reading Questions** and **Background Information**
3. Give answers to **Vocabulary Review** exercise (e.g., matching activity)
4. As students read the Bible passage aloud verse by verse...
 - a. Correct only prominent pronunciation errors
 - b. Discuss **Comprehension Questions**
5. Discuss **Application Questions**
6. Be sure to **emphasize the Key Point [Law/Gospel]** at the end

During this presentation, I shared numerous examples of the lesson components summarized above, as well as suggestions for visual aids. To receive a copy of my PowerPoint slides and a sample lesson template, please email me at roslyn.zehr@gmail.com. —Roslyn Zehr



The Good Samaritan Luke 10:25–37

Step 2


I. Pre-Reading Questions and Background Information

- What does the word **neighbour** mean? Who is your neighbour?
- How much would you do to help a neighbour in need?
- What is a **parable**? How did Jesus use parables in His ministry?

*[See attached sheet for **background information** about the characters in the Parable of the Good Samaritan.]

Step 3

II. Vocabulary Review—Matching Exercise

1. inherit	a) to remove your own or someone's clothing
2. justify	b) a place where people (travelers) can stay overnight
3. "fell among robbers"	c) to receive (something) from someone [usually from someone who has died]
4. strip (v.)	d) a strong feeling of sympathy for people who are suffering and a desire to help them
5. journey (v.)	e) a silver coin of ancient Rome * two denarii = two days' wages
6. compassion	f) 
7. "bound up his wounds" [past tense of "bind"]	g) kindness or help given to people in a difficult or desperate situation
8. inn	h) to show that someone/someone is reasonable
9. denarius [plural: "denarii"]	i) to travel from one place to another
10. mercy	j) was attacked by thieves

Step 1

III. Scripture Reading— Luke 10:25–37

25 And behold, a **lawyer*** stood up to put him to the test, saying, "Teacher, what shall I do to **inherit** eternal life?"
 26 He said to him, "What is written in the Law? How do you read it?"
 27 And he answered, "You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself."
 28 And he said to him, "You have answered correctly; do this, and you will live."
 29 But he, desiring to **justify** himself, said to Jesus, "And who is my neighbor?"
 30 Jesus replied, "A man was going down from Jerusalem to Jericho, and he **fell among robbers**, who **stripped** him and beat him and departed, leaving him half dead.
 31 Now by chance a **priest** was going down that road, and when he saw him he passed by on the other side.
 32 So likewise a **Levite**, when he came to the place and saw him, passed by on the other side.
 33 But a **Samaritan**, as he **journeyed**, came to where he was, and when he saw him, he had **compassion**.
 34 He went to him and **bound up his wounds**, pouring on oil and wine. Then he set him on his own animal and brought him to an **inn** and took care of him.
 35 And the next day he took out two **denarii** and gave them to the innkeeper, saying, "Take care of him, and whatever more you spend, I will repay you when I come back."
 36 Which of these three, do you think, proved to be a neighbor to the man who fell among the robbers?"
 37 He said, "The one who showed him **mercy**." And Jesus said to him, "You go, and do likewise."

*Note: Lawyers in Jesus' time did not represent people in court; they were experts in the Law of Moses.

Step 4

IV. Comprehension and Application Questions

1. What two questions did the lawyer want Jesus to answer? Underline these in the text above. Why did the lawyer ask these questions?
2. In the parable that Jesus told, what happened to the traveler?
3. After reading the background information about this parable, explain the actions of the priest and Levite.
4. What did the Samaritan do for the traveler (even though the traveler was likely a Jew who hated him)? What did he do this?
5. How do you think the lawyer reacted when Jesus said, "You go, and do likewise?"
6. Read verses 27 and 28 again. According to God's Law, what must a person do to have eternal life?
7. The Good Samaritan is an example of someone who followed God's Law with perfect compassion for his neighbour. Is it possible for sinners like us to obey God's Law perfectly?
8. Read **Ephesians 2:1-10**. What did Jesus do for us out of His love and compassion?
9. How can we show compassion to our neighbour in response to Jesus' love for us? List some specific ways that we can help and care for others.




Step 5b

Step 5a

✠ Key Point [Law/Gospel]:

God's command to love my neighbour is a command to be perfectly compassionate to everyone I meet. **Although I fall short in caring for my neighbour, Jesus is the Good Samaritan, who binds up my brokenness, forgives my sin, and restores me to eternal life.**

Characters in the Parable of the Good Samaritan

	Priest	<ul style="list-style-type: none"> • served in the temple, sacrificing animals and doing related tasks • closely followed the Law of Moses • a member of the upper class of society • was supposed to be ritually "clean" • not allowed to touch a non-Jew or dead body (or he would be "defiled"—made dirty)
	Levite	<ul style="list-style-type: none"> • served in the temple as an assistant to the priest (or possibly a musician or musician) • in a lower social class than the priest • also tried to uphold the Law of Moses • not allowed to touch a non-Jew or dead body
	Samaritan	<ul style="list-style-type: none"> • a citizen of Samaria (a region between Galilee and Judea) • hated by the Jewish people of Jesus' time <p>Historical background: The Samaritans descended from Israelites left behind after Samaria's destruction (722 BC) and included foreigners imported by Assyrian kings. Samaritans accepted only the Five Books of Moses and rejected Jerusalem as the proper place of worship. New Testament Jews did not consider Samaritans to be of the pure Jewish race, so there was great hostility between them.</p>

Ephesians 2:1-10

For as for you, you were dead in your transgressions and sins, in which you used to live when you followed the ways of this world and of the ruler of the kingdom of the air, the spirit who is now at work in those who are disobedient. All of us also lived among them at one time, gratifying the cravings of our flesh and following its desires and thoughts. Like the rest, we were by nature deserving of wrath. But because of his great love for us, God, who is rich in mercy, made us alive with Christ even when we were dead in transgressions—it is by grace you have been saved. And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus, in order that in the coming ages he might show the incomparable riches of his grace, expressed in his kindness to us in Christ Jesus. For it is by grace you have been saved, through faith—and this is not from yourselves; it is the gift of God—not by works, so that no one can boast. For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

ESL Ministry Training Opportunities in Kitchener & Cambridge

Are you interested in sharpening your vision and skills in ESL Ministry? Have you ever thought of taking a college course? Audit and credit opportunities are available! Here are two local opportunities coming up in Winter 2017:

Course: Teaching English to Speakers of Other Languages (TESOL)

When: Thursday evenings, 6:30 – 9:15, January 12 – April 20

Where: Heritage College, 175 Holiday Inn Dr., Cambridge

Teacher: Dr. Sam Roodi

Summary: Students will learn introductory principles of teaching English to new learners. Elements include the basics of teaching new vocabulary and sounds, organizing lessons and plans, and understanding cultural and emotional dynamics which new immigrants face. The course will also include practical components in which students interact with new immigrants and apply what they are learning.

For More Info: Contact Frank Vander Meulen, Director of Intercultural Studies

Heritage College & Seminary, fvandermeulen@heritage-theo.edu; 519-651-2869 x223

Course: ESL Ministry

When: Friday mornings, 8:30 – 11:15, January 13 – April 7

Where: Emmanuel Bible College, 100 Fergus Ave., Kitchener

Teacher: Carol Blake, M.A., TESL Cert.

Summary: A practical examination of church-based ESL (English as a Second Language) ministry and various aspects of language learning and teaching. The course is designed to give students a basic understanding of and some competence in ESL ministry to individuals, small groups, and classes. *NOTE: This course does not produce certified ESL teachers.*

For More Info: Contact Carol Blake, Emmanuel Bible College, cblake@emmanuelbiblecollege.ca; 519-894-8900 x256

TESL ONTARIO WEBINARS ON YOUTUBE

TESL Ontario has recently released a series of webinars on youtube that are freely accessible to all. Click on the topic you're interested in below and learn more:

- *Ted Talks/Animations in your Classroom? Create a TedEd Lesson*
- *The Answer Isn't Important: Critical Thinking in EAP (English for Academic Purposes)*
- *Enhancing Your ESL Skills with Private Tutoring*
- *PTSD - Mental Health in the ESL Classroom*
- *Online Material Development*
- *A Quick and Dirty Approach to Spelling*

A duck, a skunk and a deer went out for dinner at a restaurant one night. When it came time to pay, the skunk didn't have a scent, the deer didn't have a buck so they put the meal on the duck's bill.

<https://www.facebook.com/CrazyCatLadiesUnite/>

The Emotional Roller Coaster of Teaching

A newer teacher of ESL was teaching an elderly Chinese gentleman who was a beginner in English in the church ESL program. One lesson, the gentleman was the only student, and the teacher was giving him an "information gap" exercise. He had to describe the pictures he was given to his partner (in this case, his teacher) in order to answer some questions. Suddenly, with no warning or preliminaries, he flared up and overturned the materials before him, and said in an angry voice in his first language, "This is not the way to teach!" The teacher was left with shock, much shame, and a kind of 'paralysis'. She didn't know how to go on... and in the aftermath, when she was alone at home, tears came; she became distraught... There was a sense of personal trauma. Little did the student know that he was being given 'the best' (to the teacher's ability and knowledge), and that the teacher was risking exposing her vulnerabilities by trying out newer methods.

That teacher was me. Since then, I have experienced more student resistance (though not as 'dramatic'), supervisors' criticisms, anxieties before classes to the extent that I would inwardly 'freeze', student indifference or non-appreciation, a sense that activities are not working... What about you? Is your teaching life smooth sailing, full of confidence or satisfaction, or is it, like mine, fraught with struggles and perhaps 'failures'? If the latter, perhaps you know something of the emotional roller coaster that we experience in teaching?

If we analyze it, we may discover a myriad of reasons behind the roller coaster. Apart from student resistance, the contingent and unpredictable nature of teaching demands much of us emotionally. We have to constantly think on our feet, and respond to student responses and queries. The anxiety for the first day of class, for example, epitomizes the unpredictable nature. We are also exposed to potential shame given the public nature of teaching. We are like being on a stage, constantly being evaluated and judged by our 'audience'. Further, because we teach from our inner selves, we risk exposing the profound weaknesses of that self; and because we want to 'weave a web of connections' with the subject and with the students, we have to 'throw a ball' constantly, not knowing whether there would be anyone on the other side to catch it. We expend ourselves. It is precisely the caring and empathetic qualities of a teacher that make us care about if activities are working, and if they aren't, lead us into difficult emotions.

There are also spiritual reasons for the roller coaster as well. Consider our Lord Jesus, who was persecuted; we follow in His steps. As well, we are fighting a spiritual battle: the evil one sometimes comes in the guise of harsh and unreasonable criticisms, relentless resistance, and all kinds of circumstances that threaten to make us discouraged and disparaged.

But here comes the good news... [Click here to continue reading.](#)

INTERESTED IN WORKING WITH REFUGEES?

An Armenian evangelical church in Scarborough is looking for volunteers to teach in their ESL program. Commitment is once a week during a weekday morning (possibly Tuesday or Thursday) from 9:30-12:30. Start date to be determined. Please contact Pastor Krikor at pastor@houys.com if interested.



A SPECIAL VOLUNTEER OPPORTUNITY

The Canadian Syrian Foundation is looking for volunteers in Scarborough and Mississauga (maybe other areas too) to help hundreds of Syrians needing assistance with learning English. [Click this link to get the details of their English Tutoring Program and how to apply to volunteer.](#)

Have you encountered serious personal problems of students that require outside help? [Click here](#) for a list of Help Line numbers, and websites for information. It may be good to have these handy in any case.

