Intercultural Orientation Activities for International ESL Students: 50 Module Lessons


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Fifty modules are presented for increasing the cultural and linguistic fluency of English-as-a-Second-Language (ESL) students by integrating cultural awareness activities with language practice. The modules are intended for international students at an intermediate language level; they can, however, be used or adapted for beginning or advanced international students. The modules are based on two assumptions: (1) ESL students need to learn about the culture in which they are living; (2) language learning best occurs in meaningful contexts. Because cultural knowledge is needed information for ESL students as well as the context for establishing meaning in language usage, it is the primary focus of the language lesson. The lessons are divided into two broad categories: educational (Douglas College, educational preparation) and social (host family, social adaptation). The individual modules are one-page interactive lessons that combine cultural awareness activities with predominantly oral language practice. The format is standardized, usually consisting of opening questions to introduce students to the topic; directions for completing the main activity; the main activity, which is intended to develop students' cultural awareness; and follow-up activities for students to apply the new knowledge.
Intercultural Orientation Activities for International ESL Students: 50 Module Lessons

By: Linda Villarreal
Contributor: Linda Ironside

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Intercultural Orientation Activities

for

International ESL Students:

50 Module Lessons

ESL DISCIPLINE AND CENTRE FOR INTERNATIONAL EDUCATION

By: Linda Villarreal
Contributor: Linda Ironside

Douglas College
700 Royal Avenue
New Westminster, B.C.
Canada V3L 5B2

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*** Answers to these modules are appended to the text.
ACKNOWLEDGEMENTS

I would like to gratefully acknowledge the assistance of my colleague, Linda Ironside, who first proposed this project and contributed significantly to its original version. I would also like to thank the following people: members of the Innovative Funds Committee at Douglas College for their support of the initial draft; my ESL colleagues at both Douglas and the University of British Columbia Language Institute for their enthusiastic support and helpful feedback (especially Patricia Fodor); Tad Hosoi, Manager of the Center for International Education at Douglas College for his support and assistance in applying for the Small Project Grant from ACCC; members of the ACCC for their support of the revision and publication of the materials; Professors Bernie Mohan and Mary Ashworth of U.B.C., my graduate advisors, for their encouragement of the project; and the secretaries, Judy Murray and Jan Gara, for their patience with the typing. Finally, I would like to thank Tony Power, my husband and "in-house editor", for his support throughout the project and my children, Hope, Maria and John, for their cooperation.

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INTRODUCTION

The goal of these modules is to concurrently increase the cultural and linguistic fluency of ESL students by integrating cultural awareness activities with language practice. The modules are intended for international students at an intermediate language level; they can, however, be used or adapted for beginning or advanced international/community students. They are based on two assumptions: 1) ESL students need to learn about the culture in which they are living; 2) language learning best occurs in meaningful contexts. Because cultural knowledge is needed information for ESL students as well as the context for establishing meaning in language usage; it is the primary focus of the module lessons. The language practice is secondary.

In developing a framework for the cultural content of the lessons, the guiding principle was to assist students in becoming educationally successful and socially adjusted, as well as in learning English as a second language. Two broad categories emerged, namely, SOCIAL and EDUCATIONAL. Each of these was divided into a general and specific content area: EDUCATIONAL consisting of "Educational Preparation" and "Douglas College"; SOCIAL consisting of "Social Adaptation" and "Host Family". Within these areas, fifty topics (25 Social and 25 Educational) were developed based on students' specific needs. These needs were determined from a variety of sources including: ESL teaching materials and readings on teaching culture and intercultural communication; Linda Ironside's experience teaching EFL in China; my own experience living and adapting to different cultures; interviews with Douglas College counsellors; host families' written evaluations of their resident students; and suggestions from colleagues at Douglas College and the University of British Columbia.
The individual modules are one-page interactive lessons that combine cultural awareness activities with predominantly oral language practice. The format is standardized, usually consisting of OPENING QUESTIONS to introduce students to the topic; DIRECTIONS for completing the main activity; the MAIN ACTIVITY which is intended to develop students' cultural awareness; and FOLLOW-UP activities for students to apply the new knowledge. Because the lessons are designed to heighten students' cultural awareness, the activities generally are exploratory and open-ended, requiring the teacher to respond to varying levels of students' cultural fluency. An Answer Key is included in the text for lessons with close-ended activities.

Though intended primarily for use as self-contained intercultural orientation lessons, the modules are also designed to be readily used for other ESL pedagogical purposes. For example, they may be assigned as PREPARATORY HOMEWORK - e.g. prior to a library tour or library lab assignment students could complete the "Library Skills and the Douglas College Library Handout" (8) module. Or, they may be used as TRANSITIONAL DEVICES - e.g. in order to prepare students for an in-class written assignment students could complete the "Feelings About Speaking English in the New Culture" (41) module. They can also be used as FOLLOW-UP activities - e.g. if students were to unsatisfactorily complete a contact assignment "Making Contact With Native Speakers (45) could serve as a "repair" lesson or be assigned for homework. In short, because the modules are flexibly designed, they can be used in most ESL programs in a variety of ways.
A. Sequencing: Admission and Registration Procedures

The following are some of the steps which must be followed in order to officially register in courses at Douglas College. They are not listed in the correct order. Put them in the right order by numbering which you would have to do first, second, third, and so forth. There are six steps in total.

1. Complete the transcript request form
2. Complete the admission application form
3. Fill out the course registration form
4. Bring in the permit to register/letter of admission form
5. Pay tuition and student society fees
6. Fill out a change form to add/drop courses

B. True/False Questions: Admission and Registration Information

In order to obtain more detailed information on registering at Douglas College, you will need a copy of the Douglas College Calendar. Read over the section on Registration Information carefully in order to answer the following true or false questions.

1. You can apply for admission and register for courses at the same time. T F
2. You can register for courses two weeks after classes have started. T F
3. You can add/drop courses during the first two weeks of the term. T F
4. You can register a maximum of three times for the same course. T F
5. You need an instructor's signature to add/drop a course. T F
6. If you do not attend classes your registration will automatically be cancelled. T F
7. A normal course load is 12 semester credits. T F
8. It is possible to audit courses instead of taking them for credit. T F
9. Student I.D. cards are available after the first week of class. T F
10. If you decide to withdraw from your courses you have to fill out a Change Form. T F
Do you know your way around Douglas College?

Directions: See how familiar you are with the campus by answering the following questions. You may work with a classmate. Write your answers in the space provided.

Questions: Campus Orientation

1. Where is the bookstore? Between what hours is it open?

2. Where is the main cafeteria? Between what hours is it open?

3. Where is the Gym? What facilities does it have?

4. Where are the change rooms and lockers?

5. Where is the Library? What hours is it open?

6. Where is the Security Office?

7. Where is the Student Society Office?

8. Where is the Language Lab?

9. Where is the Registrar's Office?

10. Where is the main ESL Office?

Contact Assignment: You may not have been able to answer all of the above questions. For those you could not answer, find out by asking someone at the college.
What are your career plans for the future? What sort of job do you hope to work at? How does being a student at Douglas College fit in with these plans?

Directions: Interview your classmate and have your classmate interview you to complete the following ideas.

Incomplete Sentences: Career Plans and Douglas College Programs

1. I want to be a ____________________________

2. I want to improve my English because ____________________________

3. I am going to Douglas College because ____________________________

4. I need to make grades which ____________________________

5. I can take other non-ESL courses after ____________________________

6. After I am finished with my ESL courses, I want to take ____________________________

7. After I finish my courses at Douglas, I will ____________________________

8. I will feel pleased when I ____________________________

Task: After you have completed the above activity, share with your classmate(s) why you have chosen or are considering a particular career.
DOUGLAS COLLEGE: ESL Discipline Information (4)

How familiar are you with the ESL Discipline?

**DIRECTIONS:** Working together with your classmate(s), try to answer the following questions.

**A. Information Questions: ESL Discipline**

1. What is the telephone number of the ESL Discipline?

2. What are the office hours?

3. What is the name of the receptionist?

4. What is the name of the language and cultural assistant?

5. What is the room number of the ESL Discipline?

6. Where can you obtain information about ESL courses?

7. Who are the instructors in the ESL Discipline?

8. What should you do when you need to contact an instructor?

**B. Information Questions: ESL Reading and Writing Lab**

1. Where is the Reading and Writing Lab located?

2. Who can use the lab?

3. What hours is the lab open?

4. What language skills can you work on in the lab?

5. When are instructors present in the lab to assist students?

**Contact Assignment:** You may not have been able to answer all of the above questions. For those you could not answer, find out by asking someone who works in the ESL Discipline.
Are you familiar with the grading systems used at Douglas College?

**Directions:** Obtain a copy of the Douglas College Calendar and find the section on grades. Then, with your classmate(s), try to find the answers to the questions below.

**Information Questions: Douglas College Grading System**

1. The ESL Discipline gives out the following grades to students: UN, W, I, MAS, NCG, EXP, and AUD. What do these grades mean?

2. See if you can match the above grades with a situation below:
   
a) A student stops coming to class, doesn't tell anyone why, and doesn't complete the course requirements.

b) A student has been registered only to attend classes and has done so.

c) A student drops a course before the official deadline.

d) A student does not complete the assignments for a course.

e) A student works hard, but does not master the level of skills required to pass the course.

f) A student completes all of the work and does well on all the assignments.

g) A student does not complete all the coursework and has not mastered the level of skills required to pass the course.

3. What is a GPA? What is a cumulative GPA? How are they calculated?

4. Which grades are calculated in a GPA? Which are not?

5. What is your GPA?

**Task:** Now, look again at the section on grades in the Douglas College Calendar to find out what other types of grades are given to students.

**Questions:** Does the Douglas College grading system differ from the system(s) used in your own country? If so, how?
Most colleges and universities issue a book called a 'calendar' containing information about all aspects of the college, including programs, courses, requirements, services, tuition fees, etc.

**Directions:** After obtaining a copy of the current Douglas College Calendar, look through it to find the answers to the following questions. You may work with a classmate.

**Information Questions: Douglas College Calendar**

1. How many semesters are there each year? How long is each? When does each begin and end?

2. How much do courses cost for international students?

3. What information does the registration orientation offer new students?

4. What are some of the resources available to help students choose a career or occupation?

5. What kinds of counselling does Douglas College provide? When are the counsellors available to talk to students?

6. What kinds of programs are offered at Douglas College?

7. Are all courses offered every semester? Where can you find out which courses are being offered? How soon before each term can you find out this information?

8. What kinds of programs does the ESL Discipline offer?

9. Who would you go to see to help you with course and program planning?

**Task:** Share whatever other useful information you found out in the calendar with your classmate(s).
As a student at Douglas College, you will need to know about the kinds of services available to students at the college.

**Directions:** Obtain a recent copy of the Student Handbook from the Student Society Office. Look through the handbook. Then, with your classmate(s), see if you can find the following information.

**Information Questions: Student Handbook**

1. Where can you get a student identification card? What does it allow you to do?

2. Where is the New Westminster Canada Games Pool located?

3. Does the Student Society Office have public transit schedules? Does it sell Farecards and Faresavers?

4. What is the smoking policy at Douglas?

5. Where are the two toll-free telephones for students located?

6. Which office should you go to in an emergency situation or if you have lost something? Where is it located?

7. What kinds of athletic facilities are available at Douglas?

8. What kinds of services does the Counselling Office provide?

**Question:** Do you think that Douglas College offers enough services for students? If not, what do you think is missing?
In order to study effectively at a college, it is necessary that you know how to use the library. The following exercise will help familiarize you with the Douglas College Library.

Directions: Obtain a free copy of the Douglas College Library Handout. Then try to answer the questions below. You may work together with a classmate.

Information Questions: Douglas College Library Handout

1. What is the microcatalogue a list of?

2. What are the three main microcatalogues used for listing library materials?

3. For how long can you take out circulating materials?

4. If an item you want is not immediately available, what can you do to obtain it? How long will it take to get the material?

5. What are reserve materials?

6. Why are the librarians present in the library?

7. What is a periodical?

8. What is an interlibrary loan? How long does it take to obtain materials this way?

9. What kinds of audio-visual materials does the Douglas College Library have? How long can these materials be borrowed for?

10. What three other services does the library offer to students?

Questions: Where would you find books on the history of Canada? If you were standing near the bookshelves marked PR 8900-9349, you would find books on what subject?
What kind of a student are you in class? Do you talk a lot? Do you let the teacher know when you know the answer to a question? Are you a shy student? Find out what your level of class or seminar participation is by completing the activity below.

Directions: Interview your classmate and have your classmate interview you to determine whether you are more of an active or passive participant in class or seminars. After each question, circle the answer YES or NO.

Yes/No Interview Questions: Class and Seminar Participation

1. Are you a shy student? Yes No
2. Do you ask questions? Yes No
3. Are you a leader in class discussions or activities? Yes No
4. Do you speak only when someone speaks to you? Yes No
5. Do you take class discussions and activities seriously? Yes No
6. Do you let your teacher or classmates know when you disagree with them? Yes No
7. Do you wait for other students to express their opinions before expressing yours? Yes No
8. Do you always agree with the views of the student majority or with those of the teacher? Yes No
9. Do you come to classes prepared so that you can participate more fully in the class activities? Yes No
10. Do you avoid eye contact with your classmates or the teacher? Yes No

*Interpretation of Answers: (P = Passive Participant and A = Active Participant)

1) Yes = P  2) Yes = A  3) Yes = A  4) Yes = P  5) Yes = A  6) Yes = A No = A  No = P  No = P  No = A  No = P  No = P
7) Yes = P  8) Yes = P  9) Yes = A  10) Yes = P No = A  No = A  No = P  No = P  No = A

Task: Now, using your partner's responses, rate his or her level of class/seminar participation on a scale of 1-10. (10 is the highest and 1 is the lowest score.)

Question: Are you an active or passive participant in classes or seminars? EXPLAIN.

Discuss: Being an active participant is necessary for learning.
What are you doing on your own to help yourself learn English? Do you have specific goals that you are trying to attain in learning English? What are they? How are you trying to attain them? Are you having success?

Directions: List five specific goals you have for improving your English. Then, list an activity which you will do to accomplish each of these goals. Next, write down the amount of time you will spend doing each activity. Finally, rate your performance for each goal every week on a scale of 1-10. (10 is the highest score and 1 is the lowest.) See the example below.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTIVITY</th>
<th>FREQUENCY</th>
<th>NUMBER OF WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>e.g. to improve my speaking</td>
<td>by talking to native speakers</td>
<td>for one hour every day</td>
<td></td>
</tr>
<tr>
<td>1)</td>
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<td>5)</td>
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</table>

Questions: Are you having success in achieving your language goals? Do you think your goals are realistic or unrealistic? Why? Why not?

Task: If you have not been very successful in achieving your goals, have your classmate(s) help you to decide upon some other realistic goals for yourself.

*Adapted from a U.B.C. Language Institute workshop given by Tracy Defoe, 1983.
As a foreign language student, you may find that studying English in an English-speaking country is quite different from studying it at home. How is it different? You can answer this question by completing the activity below.

**Directions:** Working together in pairs, ask one another the following questions. Write your partner's answers in the space provided.

**Interview Questions: Learning English as a Foreign and as a Second Language**

1. For how long did you study English in your own country or elsewhere?

2. How did you learn English in your own country? What kinds of exercises did you do? What kinds of activities?

3. What helped you most to learn English in your own country?

4. How are you being taught English in an English-speaking country? What kinds of activities are you doing? What kinds of exercises?

5. How is learning English here different from learning it at home?

6. How is your English improving here?

7. What helps you most to learn English here? Why do you think so?

8. What do you think are your strong areas in English? Why?

9. What do you think are your weak areas in English? Why?

10. What would you suggest your friends at home do in order to improve their English?

**Task:** Now, together with your classmate(s), write down a list of activities you can do while you are here which can improve your fluency in English. Write this list down on the back of this page. Be prepared to share it with the rest of the class.
**EDUCATIONAL PREPARATION: Listening Skills and Strategies (13)**

How often do you listen to English outside of the classroom? What kinds of listening activities do you do? How do you go about understanding what you have heard? How do you remember what you have heard? What do good listeners do? See if you can answer these questions by completing the following activity.

**Directions:** Working together with a classmate, interview one another to find out your answers to the questions below. Write your classmate's answers in the space provided.

**Interview Questions: Listening Skills and Strategies**

1. What is listening? __________________________
2. What do you mostly listen to? __________________________
3. What do you do when you listen? __________________________
4. What do you think good listeners do when they listen? __________________________
5. When are you best able to remember what you have heard? Why? __________________________
6. When listening to something, what do you write down to help you remember? __________________________
7. What do you think is the most important thing to do when you are listening? __________________________
8. What do you think that listening carefully to something means? __________________________
9. How are you able to remember what you have heard? __________________________
10. What do you think good listening skills require? __________________________

**Question:** Are you a good listener? How do you know?
EDUCATIONAL PREPARATION: Class and Seminar Participation (9)

What kind of a student are you in class? Do you talk a lot? Do you let the teacher know when you know the answer to a question? Are you a shy student? Find out what your level of class or seminar participation is by completing the activity below.

Directions: Interview your classmate and have your classmate interview you to determine whether you are more of an active or passive participant in class or seminars. After each question, circle the answer YES or NO.

**Yes/No Interview Questions: Class and Seminar Participation**

1. Are you a shy student? Yes No
2. Do you ask questions? Yes No
3. Are you a leader in class discussions or activities? Yes No
4. Do you speak only when someone speaks to you? Yes No
5. Do you take class discussions and activities seriously? Yes No
6. Do you let your teacher or classmates know when you disagree with them? Yes No
7. Do you wait for other students to express their opinions before expressing yours? Yes No
8. Do you always agree with the views of the student majority or with those of the teacher? Yes No
9. Do you come to classes prepared so that you can participate more fully in the class activities? Yes No
10. Do you avoid eye contact with your classmates or the teacher? Yes No

*Interpretation of Answers: (P = Passive Participant and A = Active Participant)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/P</th>
<th>Yes/A</th>
<th>Yes/P</th>
<th>Yes/A</th>
<th>Yes/P</th>
<th>Yes/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you a shy student?</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>2. Do you ask questions?</td>
<td>P</td>
<td>A</td>
<td>P</td>
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<tr>
<td>3. Are you a leader in class discussions or activities?</td>
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<td>A</td>
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<td>P</td>
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<td>4. Do you speak only when someone speaks to you?</td>
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<td>A</td>
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<td>P</td>
<td>A</td>
<td>P</td>
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<td>P</td>
<td>A</td>
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<tr>
<td>9. Do you come to classes prepared so that you can participate more fully in the class activities?</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>10. Do you avoid eye contact with your classmates or the teacher?</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
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</tbody>
</table>

Task: Now, using your partner's responses, rate his or her level of class/seminar participation on a scale of 1-10. (10 is the highest and 1 is the lowest score.)

Question: Are you an active or passive participant in classes or seminars? EXPLAIN.

Discuss: Being an active participant is necessary for learning.
Although you probably will enjoy your courses at the college, there may be times when you feel uncomfortable in the classroom.

Directions: Below are listed some typical uncomfortable situations. Together with your classmate(s) answer the questions: WHAT SHOULD YOU SAY? and/or WHAT SHOULD YOU DO?

Situations: Communication Problems in the Classroom

1. Having missed a class, you are given the handouts from that class by your teacher. However, after reading them, you realize that you don't understand the lesson. You are concerned. WHAT SHOULD YOU SAY/DO?

2. You see another student cheating on a test. The teacher does not notice what is going on. WHAT SHOULD YOU SAY/DO?

3. You feel that the teacher does not assign enough homework. WHAT SHOULD YOU SAY/DO?

4. You are not happy with a grade you received on an assignment. You feel that you have worked very hard and that your efforts should be recognized with a higher grade. WHAT SHOULD YOU SAY/DO?

5. You have missed a deadline for an important assignment. WHAT SHOULD YOU SAY/DO?

6. You feel that the teacher does not understand or even like you very much. WHAT SHOULD YOU SAY/DO?

7. The teacher asks you to work together with a classmate you do not like very much. WHAT SHOULD YOU SAY/DO?

8. You feel that the teacher is not treating all the students equally; s/he pays more attention to some than others. WHAT SHOULD YOU SAY/DO?

9. You feel that you are not learning very much from a course. WHAT SHOULD YOU SAY/DO?

10. You are having some personal problems outside of class that you know are affecting your school work and classroom performance. WHAT SHOULD YOU SAY/DO?

Task: After answering the above questions, create a short dialogue with your classmate(s) for two of these situations. Be prepared to present your dialogues to the rest of the class.
EDUCATIONAL PREPARATION: Individual Goals and Evaluations for Learning English (11)

What are you doing on your own to help yourself learn English? Do you have specific goals that you are trying to attain in learning English? What are they? How are you trying to attain them? Are you having success?

Directions: List five specific goals you have for improving your English. Then, list an activity which you will do to accomplish each of these goals. Next, write down the amount of time you will spend doing each activity. Finally, rate your performance for each goal every week on a scale of 1-10. (10 is the highest score and 1 is the lowest.) See the example below.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTIVITY</th>
<th>FREQUENCY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. to improve my speaking</td>
<td>by talking to native speakers</td>
<td>for one hour every day</td>
<td></td>
<td></td>
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</tbody>
</table>

Questions: Are you having success in achieving your language goals? Do you think your goals are realistic or unrealistic? Why? Why not?

Task: If you have not been very successful in achieving your goals, have your classmate(s) help you to decide upon some other realistic goals for yourself.

*Adapted from a U.B.C. Language Institute workshop given by Tracy Defoe, 1983.
As an English-as-a-Second Language student, you may find that studying English in an English-speaking country is quite different from studying it at home. How is it different? You can answer this question by completing the activity below.

Directions: Working together in pairs, ask one another the following questions. Write your partner's answers in the space provided.

Interview Questions: Learning English as a Foreign and as a Second Language

1. For how long did you study English in your own country or elsewhere?

2. How did you learn English in your own country? What kinds of exercises did you do? What kinds of activities?

3. What helped you most to learn English in your own country?

4. How are you being taught English in an English-speaking country? What kinds of activities are you doing? What kinds of exercises?

5. How is learning English here different from learning it at home?

6. How is your English improving here?

7. What helps you most to learn English here? Why do you think so?

8. What do you think are your strong areas in English? Why?

9. What do you think are your weak areas in English? Why?

10. What would you suggest your friends at home do in order to improve their English?

Task: Now, together with your classmate(s), write down a list of activities you can do while you are here which can improve your fluency in English. Write this list down on the back of this page. Be prepared to share it with the rest of the class.
EDUCATIONAL PREPARATION: Listening Skills and Strategies (13)

How often do you listen to English outside of the classroom? What kinds of listening activities do you do? How do you go about understanding what you have heard? How do you remember what you have heard? What do good listeners do? See if you can answer these questions by completing the following activity.

Directions: Working together with a classmate, interview one another to find out your answers to the questions below. Write your classmate's answers in the space provided.

Interview Questions: Listening Skills and Strategies

1. What is listening? ____________________________
2. What do you mostly listen to? ____________________________
3. What do you do when you listen? ____________________________
4. What do you think good listeners do when they listen? ____________________________
5. When are you best able to remember what you have heard? Why? ____________________________
6. When listening to something, what do you write down to help you remember? ____________________________
7. What do you think is the most important thing to do when you are listening? ____________________________
8. What do you think that listening carefully to something means? ____________________________
9. How are you able to remember what you have heard? ____________________________
10. What do you think good listening skills require? ____________________________

Question: Are you a good listener? How do you know?
How often do you read in English? What kinds of reading do you do? Why do you read? How do you go about understanding what you have read? Answer these questions by completing the activity below.

Directions: Read over and complete the ideas expressed below.

Incomplete Sentences: Reading Skills and Strategies

1. Reading is

2. I read mostly

3. I read by

4. A good reader

5. I regularly read

6. I read for periods of

7. When I read I learn

8. I read because

9. When I read I am able to understand

10. Reading helps me to

Task: Share your ideas above with your classmate(s).


Discuss: Reading in a second language is a very different process than reading in a first language.
Are you a good speaker of English? Do you express your ideas clearly? Do other people understand you when you speak? Are you able to carry on conversations with native speakers and participate in small group discussions? Are you able to present your ideas to a large group of people?

**DIRECTIONS:** Match the ideas in the left-hand column below with the appropriate ideas in the right-hand column. (All of the ideas describe a good speaker or discussion leader.) You may work together with your classmate(s).

**Matching ideas: A Good Speaker or Discussion Leader**

| 1. Gives... | a) his presentations. |
| 2. Helps... | b) appropriate body language. |
| 3. Uses... | c) to see that he has been correctly understood. |
| 4. Makes sure that... | d) feedback to others' ideas. |
| 5. Directs... | e) his main ideas. |
| 6. Plans out... | f) everyone in the group is participating. |
| 7. Listens... | g) questions from the audience. |
| 8. Invites... | h) to keep the discussion going. |
| 9. Summarizes... | i) carefully to what others say. |
| 10. Checks... | j) comments to the entire group. |

**Questions:** How is speaking with one other person different than speaking with a group of people? What are some of the differences between speaking with a small group of people and speaking to a large group? What speaking situations do you feel the most comfortable in? Why? What speaking situations do you feel uncomfortable in? Why?

**Discuss:** A good speaker is often a good listener.
How often do you read in English? What kinds of reading do you do? Why do you read? How do you go about understanding what you have read? Answer these questions by completing the activity below.

Directions: Read over and complete the ideas expressed below.

Incomplete Sentences: Reading Skills and Strategies

1. Reading is __________________________

2. I read mostly ________________________

3. I read by _____________________________

4. A good reader ________________________

5. I regularly read _______________________

6. I read for periods of ___________________

7. When I read I learn ___________________

8. I read because _________________________

9. When I read I am able to understand ________________

10. Reading helps me to ____________________

Task: Share your ideas above with your classmate(s).


Discuss: Reading in a second language is a very different process than reading in a first language.
EDUCATIONAL PREPARATION: Speaking Skills and Strategies (15)***

Are you a good speaker of English? Do you express your ideas clearly? Do other people understand you when you speak? Are you able to carry on conversations with native speakers and participate in small group discussions? Are you able to present your ideas to a large group of people?

DIRECTIONS: Match the ideas in the left-hand column below with the appropriate ideas in the right-hand column. (All of the ideas describe a good speaker or discussion leader.) You may work together with your classmate(s).

Matching Ideas: A Good Speaker or Discussion Leader

1. Gives...  a) his presentations.
2. Helps...  b) appropriate body language.
3. Uses...  c) to see that he has been correctly understood.
4. Makes sure that...  d) feedback to others' ideas.
5. Directs...  e) his main ideas.
6. Plans out...  f) everyone in the group is participating.
7. Listens...  g) questions from the audience.
8. Invites...  h) to keep the discussion going.
9. Summarizes...  i) carefully to what others say.
10. Checks...  j) comments to the entire group.

Questions: How is speaking with one other person different than speaking with a group of people? What are some of the differences between speaking with a small group of people and speaking to a large group? What speaking situations do you feel the most comfortable in? Why? What speaking situations do you feel uncomfortable in? Why?

Discuss: A good speaker is often a good listener.
When you know you are going to have a test, how do you go about studying or preparing for it? How do you go about completing your assignments for your courses? What kinds of strategies do you use for testing situations?

Directions: Outlined below are some typical assignment or testing situations. Read over the situations carefully. Then, together with your classmate(s) determine what is the best strategy for dealing with each situation by answering the question: WHAT DO YOU DO?

**Problem Situations: Studying, Assignments, and Tests**

1. You have an objective mid-term and final for your accounting course.  
   **WHAT DO YOU DO?**

2. You have a final based on your entire computer programming course.  
   **WHAT DO YOU DO?**

3. You have a class presentation for your ESL speaking course.  
   **WHAT DO YOU DO?**

4. You have weekly quizzes scheduled for your ESL writing class.  
   **WHAT DO YOU DO?**

5. You have three lab report assignments for your science course.  
   **WHAT DO YOU DO?**

6. You have to write two 5-page essays for your psychology course.  
   **WHAT DO YOU DO?**

7. You have a mid-term and a final for your ESL reading course.  
   **WHAT DO YOU DO?**

8. You have to answer 25 true and false questions on your calculus quiz.  
   **WHAT DO YOU DO?**

9. You have to answer 10 short-answer questions on an economics final.  
   **WHAT DO YOU DO?**

10. You have to answer 3 subjective questions on your sociology mid-term.  
    **WHAT DO YOU DO?**

Discuss: Knowing how to prepare for a test and how to complete an assignment are very important for academic success.  

EXPLAIN (give examples).
EDUCATIONAL PREPARATION: Student Expectations of Teachers (17)

As a new student at Douglas College, what do you expect your teachers to be like? How do you expect them to act? What kinds of teachers are you used to in your own culture?

DIRECTIONS: Look at the list below and consider which expectations you have of your teachers here and which you do not. Put a plus sign (+) before those which you do have and a negative sign (-) before those you do not have.

**Checklist: Student Expectations of Teachers**

1. To begin classes on time. [ ]
2. To take regular attendance. [ ]
3. To phone students if they have missed several classes. [ ]
4. To mark all the students' work. [ ]
5. To have students complete many course assignments. [ ]
6. To be friendly. [ ]
7. To make students work very hard. [ ]
8. To be formal. [ ]
9. To know the answers to all of the students' questions. [ ]
10. To do most of the talking. [ ]
11. To treat all the students the same. [ ]
12. To spend time with students outside of class. [ ]
13. To provide students with copies of any handouts they might have missed. [ ]
14. To give students feedback on their progress during the course. [ ]
15. To be patient with students. [ ]
16. To make the course interesting. [ ]
17. ?
18. ?

**Task:** Now, compare your expectations with those of your classmate(s). Afterwards, see if you can add any more to the list.

**Discuss:** Individual students may have different expectations of their teachers (give examples).
While you are studying English in an English-speaking country, what are some things you can do outside the classroom to help improve your fluency?

Directions: Together with your classmate(s), see if you can add any tasks to the list below. Then, put a plus sign (+) before the tasks which you are already doing and a negative sign (-) before the ones which you are not doing.

Checklist: Tasks for Learning English Outside the Classroom

1. To listen to English-language radio
2. To watch English-language television
3. To read the English-language newspaper
4. To see English-language films
5. To take regular courses in English
6. To attend special lectures or events in English
7. To study in English
8. To talk on the telephone in English
9. To write letters in English
10. To watch English-language videos
11. To listen to English-language songs
12. To read short stories or novels in English
13. To play sports in English
14. To shop in English
15. To do volunteer work in English
16. ?
17. ?

Questions: Which of the above tasks do you find easy to do? Which do you find more difficult to do? Why?

Discuss: What students do to learn English outside the classroom may be just as important as what they do in the classroom, if not more so.

EDUCATIONAL PREPARATION: Teacher Expectations (19)

As a new student living in a new country, what do you think your new teachers will expect of you? How will individual teachers differ in their expectations?

Directions: Together with your classmate(s), complete the ideas expressed below.

Incomplete Sentences: Teacher Expectations of Students

1. Teachers expect students to attend

2. Teachers expect students to complete

3. Teachers expect students to ask

4. Teachers expect students to work

5. Teachers expect students to participate

6. Teachers expect students to be

7. Teachers expect students to help

8. Teachers expect students to learn

9. Teachers expect students to let them know when

10. Teachers expect students to act

Discuss: Individual teachers may have different expectations of students. Explain (give examples).
EDUCATIONAL PREPARATION: Teaching and Learning Styles (20)

How do teachers in your own country go about their job? What do they do to help students learn? What do students do in order to learn? How do teachers in Canada teach and how do students learn? Explore some of the similarities and differences by completing the activities below.

**Directions:** First, in the "MY CULTURE" section, describe some of the things that teachers do to help students learn: also what the students do to learn. Next, with your classmate(s) try to describe what teachers and students do in the "NEW CULTURE" section. Then, compare the differences by answering the questions at the bottom of the page.

**Descriptions:** Teaching and Learning Styles

<table>
<thead>
<tr>
<th>MY CULTURE</th>
<th>NEW CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers:</strong></td>
<td><strong>Teachers:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions:** What are some of the similarities and differences between the above ways of teaching and learning? What does this tell you about the two cultures or your own experiences?

**Discuss:** Teachers and students have individual styles of teaching and learning.

Directions: Below are listed ten characteristics which will help one become a good language learner. Mark with a plus sign (+) those which you think describe you. Mark with a negative sign (-) those which do not describe you.

Checklist: The Good Language Learner

1. ________ Tries to guess meanings.
2. ________ Tries to communicate; doesn't give up.
3. ________ Is outgoing; is not shy.
4. ________ Is willing to make mistakes in order to learn from them.
5. ________ Tries to be patient, even when s/he doesn't understand very much.
6. ________ Looks for patterns in the language.
7. ________ Watches to see if other people understand her/him.
8. ________ Tries to use any new knowledge or skills that s/he has learned.
9. ________ Tries to establish what the general idea or message is in language use.
10. _____ Practices, practices, and practices.

Question: Are you a good language learner? EXPLAIN.

EDUCATIONAL PREPARATION: The Ideal Student (22)

One culture's definition of an ideal student may differ from that of another culture.

Directions: Complete the activities below in order to discover some of the similarities and differences between your culture's ideal student and the North American ideal.

Descriptions and Comparisons: The Ideal Student

1. Describe your culture's ideal student in the left-hand column. Describe the behaviour of an ideal student in your culture in the right-hand column.

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now describe in the columns below what you think an ideal North American student is and how s/he behaves.

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Finally, compare your answers for number 1 and 2 with instructors' descriptions of an ideal student and how s/he behaves.

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>serious</td>
<td>consistent attendance</td>
</tr>
<tr>
<td>open-minded</td>
<td>listens well</td>
</tr>
<tr>
<td>flexible</td>
<td>always on time for class</td>
</tr>
<tr>
<td>active</td>
<td>interacts easily with other students</td>
</tr>
<tr>
<td>critical minded</td>
<td>does assignments carefully</td>
</tr>
<tr>
<td>curious</td>
<td>tries to apply new knowledge/skills</td>
</tr>
<tr>
<td>risk taker</td>
<td>organizes time well</td>
</tr>
<tr>
<td>eclectic</td>
<td>takes responsibility for own learning</td>
</tr>
<tr>
<td></td>
<td>accepts own shortcomings</td>
</tr>
<tr>
<td></td>
<td>perseveres</td>
</tr>
</tbody>
</table>

Question: Are you an ideal student? Explain your answer. (Give examples.)
One culture's definition of the ideal teacher may differ from that of another culture. For example, some cultures may think that an ideal teacher is very strict and formal whereas in other cultures the opposite may be true.

**DIRECTIONS:** Discover some of the similarities and differences between your culture's ideal teacher and the North American ideal by completing the chart below.

**Descriptions: The Ideal Teacher**

1. Describe what your culture's ideal teacher is like in the left-hand column. In the right-hand column describe what an ideal teacher does to help students learn.

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

2. Now, ask at least two local native speakers to describe what a North American ideal teacher is like and how s/he behaves. Write their answers below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task:** Compare your answers with your classmate(s).

**Questions:** Are there any differences in your answers? Why do you think these differences exist?

**Discuss:** There are many different views on what an ideal teacher is and how s/he should act in order for students to learn.
EDUCATIONAL PREPARATION: Time Management (24)

Do you get your class assignments done on time? Do you leave them to the last minute? Are you usually prepared for your classes? Are you able to set aside time for leisure activities as well? Find out how well you manage your time by completing the activities below.

Directions: Decide which of the following you will do over the weekend and when you will do them. Also decide on the amount of time that you will spend on each activity. Then, fill in the timetable with your decisions.

<table>
<thead>
<tr>
<th>SCHOOL ASSIGNMENTS</th>
<th>SOCIAL ACTIVITIES</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>book report due Monday</td>
<td>movie with a friend on Friday</td>
<td>write letters</td>
</tr>
<tr>
<td>journal writing due Monday</td>
<td>friend's birthday party on Saturday night</td>
<td>shop</td>
</tr>
<tr>
<td>economics mid-term on Wednesday</td>
<td></td>
<td>go for a walk</td>
</tr>
<tr>
<td>calculus mid-term on Friday</td>
<td>dinner with relatives on Sunday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td></td>
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<td></td>
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<tr>
<td>afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
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<td></td>
</tr>
</tbody>
</table>

Questions: Are there any items from the above list which you did not include in the timetable? If so, which ones? Why?

Discuss: Good time management is necessary in order for students to be successful.
EDUCATIONAL PREPARATION: Writing Skills and Strategies (25)

As college students, you will be required to complete written assignments and take written tests for your courses. How do you go about writing? Do you think that you write well? Do you know what teachers look for when they mark your assignments or tests?

Directions: Read the following descriptions to determine if you have good writing skills and strategies. Then, put a plus (+) sign before those writing skills and strategies you have and a negative (-) sign before those you do not have.

Checklist: Good Writing Skills and Strategies

Skills:
1. Good writing is clear.
2. Good writing is concise.
3. Good writing expresses a clear point of view.
4. Good writing is interesting to read.
5. Good writing is easy to read.

Strategies:
1. Good writers know their audience.
2. Good writers read over their writing to check for mistakes.
3. Good writers revise their writing.
4. Good writers know why they are writing.
5. Good writers first focus on what they have to say, then on how they say it.

Question: Do you have good writing skills and strategies? EXPLAIN.
Discuss: Good writers are often good readers.
HOST FAMILY: Communication Problems (26)

While your stay with your host family should be enjoyable for the most part, there may be times when things may become a bit uncomfortable and you must find some creative solutions to difficult problems.

DIRECTIONS: The following are situations you might find yourself in while living with a host family. Carefully read over the situations, then answer the question(s): WHAT SHOULD YOU SAY/DO? Remember, there are no correct answers, per se; however, your answers should solve, rather than create, communication problems. You may work together with your classmate(s).

SITUATIONS: Communication Problems

1. You like your host family but you are not enjoying their food, especially the packed lunches. WHAT SHOULD YOU SAY/DO?

2. It is 11 p.m. You are very tired and you want to go to bed but your host family would like to talk more with you. WHAT SHOULD YOU SAY/DO?

3. Your host family has made dinner for you and the rest of the family. One hour before dinner is to be served, a friend of yours calls and invites you out to dinner. WHAT SHOULD YOU SAY/DO?

4. Your host family knows how to speak your first language and they would like to practice with you. You, however, would prefer that they speak to you only in English. WHAT SHOULD YOU SAY/DO?

5. Your host family has made several plans to take you to places in Vancouver and to spend time with their family and friends. You, however, have been living with them for a while and would prefer to spend more time by yourself and with your friends. WHAT SHOULD YOU SAY/DO?

6. You find out that one of your classmates is living with what seems to be a better host family than yours. WHAT SHOULD YOU SAY/DO?

7. You have been placed with a host family that does not seem to understand you or relate to you very well. WHAT SHOULD YOU SAY/DO?

8. You are a very clean and tidy person. Your host family's house, however, is not as clean and tidy as your own. WHAT SHOULD YOU SAY/DO?

Task: Together with your classmate(s), create a short dialogue for two of the above situations. Be prepared to present them to the class.
HOST FAMILY: Commuting Directions (27)

Below is a map of Greater Vancouver and the Douglas College District.

Contact Assignment: 1) Ask your host family how to get to Douglas College from their house by whatever transportation you will be using (bus, Skytrain, bicycle, car, or any combination).

2) Make sure you understand the directions clearly. Write them down on the map below.

3) Finally, be prepared to explain to a classmate how to get to Douglas College from your host family's house, and vice versa.
While living with a host family you may sometimes find yourself running out of things to talk about. The following is a list of conversational topics which you or your hosts can easily talk about.

**DIRECTIONS:** Working together with your classmate(s), see if you can add any topics to the list. Write them down in the space provided.

**List: Conversation Topics**

- the weather
- Vancouverites
- places worth visiting in Vancouver, in B.C., or in Canada
- good places to shop
- activities costing $5.00 or less
- suggestions for good, reasonably priced restaurants
- Vancouver's ethnic groups
- your own culture or country
- your own family members
- cultural differences/similarities
- holiday experiences
- observations you have made about Vancouverites
- celebration of national holidays and special days of the year
- hobbies and leisure activities
- the history/politics of Vancouver, of B.C., or of Canada
- current international affairs
- Canadian cultural heroes
- Canadian sports
- experiences living in different cultures
- movies, books, plays, t.v. programs/series that you have enjoyed
- friends

**Your Additions?**

**Questions:**

What are some topics that are easy to talk about in your own culture/country? Are these topics the same as the above? What topics in your own culture are only easy to talk about with close friends?

**Contact Assignment:**

Find out some topics that are generally avoided by people in Canada, especially between strangers. Write these topics down on the back of the page. Be prepared to share them with your classmates.
HOST FAMILY: Health and Safety Information

Have you been sick or had to deal with an emergency situation since you have been here?

DIRECTIONS: Read over the attached pages in order to learn where you can get help in these situations. Then, fill in the blanks with the correct answers. You may work together with your classmate(s).

Information Questions: Health and Safety

A. DOUGLAS COLLEGE

1. If you find yourself in an emergency situation on campus during the day, where can you go to get help?

2. If you are at Douglas College in the evening and there is an emergency, what telephone number can you call for help?

3. Where is the closest Public Health Unit to Douglas College and when is it open?

B. GREATER VANCOUVER AREA

1. What is the emergency number for the Vancouver Area?

2. What are the emergency numbers for the following areas? Write them on the blank lines.

<table>
<thead>
<tr>
<th>Area</th>
<th>Fire</th>
<th>Police</th>
<th>Ambulance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnaby</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coquitlam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Westminster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. If you do not have your telephone book with you and you need to contact an emergency number what should you dial? What is the most important information to give to the operator?
EMERGENCY CAMPUS FIRST AID

In case of an accident/injury that requires first aid assistance call:

MONDAY - FRIDAY (8 A.M. - 7 P.M.)
LOCAL 8080
or ALTERNATE LOCALS 6060/7070
7 p.m. to Midnight
LOCAL 5050

The First Aid Room does not have an Attendant in it at all times. If you need help, call one of
the above locals or go to the Security desk. If you are injured or have an accident while on Cam-
pus or on Practicum, be sure to advise your instructor of the nature of the injury. This protects
you and the College in the event of complications.

The two Maple Ridge campuses have different procedures for the handling of medical emergen-
cies. For information on procedures please check with the office personnel at either site.

MEDICAL INSURANCE

Students are responsible for their own Medical and Hospital insurance. Some may continue
coverage under their parents Medical Plans. Others should check private/personal coverage.

HEALTH/DENTAL

The closest Public Health Unit to Douglas College is the Simon Fraser Health Unit, located at
537 Camarvon Street (3 blocks away). They are open MONDAY - FRIDAY, 8:30 - 4:30, and
offer a wide range of services. For further information or an appointment CALL 525-3661.

The Dental students at Douglas College, at certain times in the year, offer free teeth cleaning -
watch the bulletin boards for postings of information and dates.

Source: Douglas College Student Handbook, 87/88
EDUCATIONAL PREPARATION: Communication Problems in the Classroom (10)

Although you probably will enjoy your courses at the college, there may be times when you feel uncomfortable in the classroom.

Directions: Below are listed some typical uncomfortable situations. Together with your classmate(s) answer the questions: WHAT SHOULD YOU SAY? and/or WHAT SHOULD YOU DO?

Situations: Communication Problems in the Classroom

1. Having missed a class, you are given the handouts from that class by your teacher. However, after reading them, you realize that you don't understand the lesson. You are concerned.
   WHAT SHOULD YOU SAY/DO?

2. You see another student cheating on a test. The teacher does not notice what is going on.
   WHAT SHOULD YOU SAY/DO?

3. You feel that the teacher does not assign enough homework.
   WHAT SHOULD YOU SAY/DO?

4. You are not happy with a grade you received on an assignment. You feel that you have worked very hard and that your efforts should be recognized with a higher grade.
   WHAT SHOULD YOU SAY/DO?

5. You have missed a deadline for an important assignment.
   WHAT SHOULD YOU SAY/DO?

6. You feel that the teacher does not understand or even like you very much.
   WHAT SHOULD YOU SAY/DO?

7. The teacher asks you to work together with a classmate you do not like very much.
   WHAT SHOULD YOU SAY/DO?

8. You feel that the teacher is not treating all the students equally; s/he pays more attention to some than others.
   WHAT SHOULD YOU SAY/DO?

9. You feel that you are not learning very much from a course.
   WHAT SHOULD YOU SAY/DO?

10. You are having some personal problems outside of class that you know are affecting your school work and classroom performance.
    WHAT SHOULD YOU SAY/DO?

Task: After answering the above questions, create a short dialogue with your classmate(s) for two of these situations. Be prepared to present your dialogues to the rest of the class.
## EMERGENCY PAGE

<table>
<thead>
<tr>
<th>FIRE OR INHALATOR</th>
<th>NON-EMERGENCY CALLS</th>
<th>POLICE</th>
<th>NON-EMERGENCY CALLS</th>
<th>AMBULANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANMORE/BELCARA</td>
<td>461-1230 828-4411</td>
<td>464-6211 464-3451</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>BURNABY</td>
<td>291-1234 294-7190</td>
<td>299-8822 294-7822</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>COQUITLAM DISTRICT</td>
<td>939-1122 833-4422</td>
<td>464-6211 464-3451</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>DELTA</td>
<td>946-4155</td>
<td>946-4444 844-4411</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>LANGLEY CITY</td>
<td>534-4141 850-3123</td>
<td>530-8822 834-4184</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>LANGLEY MUNICIPALITY</td>
<td>534-4141 850-3211</td>
<td>530-8822 834-4184</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>LIONS BAY</td>
<td>922-2345 822-6311</td>
<td>1-898-9611</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>MAPLE RIDGE including HANEY</td>
<td>463-6234 463-5221</td>
<td>467-3411 483-6251</td>
<td>872-5151</td>
<td></td>
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<tr>
<td>NEW WESTMINSTER</td>
<td>526-4411 524-3871</td>
<td>521-7711 523-5411</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>NORTH VANCOUVER CITY</td>
<td>985-5323 860-5201</td>
<td>988-4111 965-1311</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>NORTH VANCOUVER DISTRICT</td>
<td>985-2525 860-7575</td>
<td>988-4111 965-1311</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>PITT MEADOWS</td>
<td>465-4141 465-5454</td>
<td>467-3411 463-6251</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>POINT ROBERTS</td>
<td>CALL OPERATOR (No Ctg)</td>
<td>945-2733</td>
<td>CALL OPERATOR (No Ctg)</td>
<td>872-5151</td>
</tr>
<tr>
<td>PORT COQUITLAM</td>
<td>941-8611 842-8828</td>
<td>464-6211 464-3451</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>PORT MOODY</td>
<td>461-1230 461-7795</td>
<td>461-1230 461-3458</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>RICHMOND</td>
<td>911 278-1234 278-5121</td>
<td>911 278-1212 278-1212</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>SURREY</td>
<td>596-3344 591-5471</td>
<td>574-4131 574-4122</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY Endowment Lands</td>
<td>228-4567 224-5415</td>
<td>224-1322 224-1322</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>VANCOUVER</td>
<td>911 665-6000 865-5032</td>
<td>911 Switchboard 665-5335 Crime Reports 865-3231</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>WEST VANCOUVER</td>
<td>922-2345 822-6311</td>
<td>922-9111 822-4141</td>
<td>872-5151</td>
<td></td>
</tr>
<tr>
<td>WHITE ROCK</td>
<td>531-1414 531-4313</td>
<td>531-1146 831-5527</td>
<td>872-5151</td>
<td></td>
</tr>
</tbody>
</table>

### Doctor On Call Hours Locating Assistance
- British Columbia Telephone Company, 1987

### Poison Control Centre
- 822-5050
- or 822-2344

### Helpline for Children Counselling
- Dial 211 or Zenith 1234

### Sexual Assault Centre For Victims of Sexual Assault
- Ramped Relief
- Women Against Violence Against Women
- 872-8212
- 875-6011
- 258-1400

### Crisis Centre
- For Persons in Emotional Crisis: Bile depression, physical and mental abuse, family upset and suicide
- BURNABY NORTH VANCOUVER VANCOUVER WEST VANCOUVER 733-1111
- RICHMOND DELTA NEW WESTMINSTER PORT MEADOWS 273-6701
- COQUITLAM MAPLE MOOD WEST VANCOUVER 665-5395
- LANGLEY 850-3385 BURRARD WHITE ROCK 530-3330
- TELECARE DISTRESS 872-4345

### EMERGENCY CALLS ON PARTY LINES

**In the interest of the protection of life, health and p-it if it is important that the**

**way through the telephone line when requested by an Operator or other person in**

**emergencies such as fire, accident, sickness, "and assault of crime or similar**

**other Ajay.**

*The above list has been prepared from the best information available, the Company, however, does not assume responsibility for accuracy, nor for errors or unintentional changes in these numbers.*

*Source: B.C. Telephone Directory; White Pages, 1987.*

© British Columbia Telephone Company, 1987
HOST FAMILY: Host Family Expectations (30)

As you have certain expectations of your host family, so will they expect certain things of you. **DO YOU KNOW WHAT YOUR HOST FAMILY'S EXPECTATIONS ARE?**

**CONTACT ASSIGNMENT:** Ask your host family to identify which of the following they expect of you and which they do not. Mark the expected ones with a plus sign (+) and the ones which are not expected with a negative sign (-).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To take telephone messages?</td>
</tr>
<tr>
<td>2.</td>
<td>To wash the dishes?</td>
</tr>
<tr>
<td>3.</td>
<td>To speak English only?</td>
</tr>
<tr>
<td>4.</td>
<td>To be independent?</td>
</tr>
<tr>
<td>5.</td>
<td>To ask questions about the Canadian way of life?</td>
</tr>
<tr>
<td>6.</td>
<td>To prepare your own breakfast?</td>
</tr>
<tr>
<td>7.</td>
<td>To pack your own lunches?</td>
</tr>
<tr>
<td>8.</td>
<td>To ask for help with your English?</td>
</tr>
<tr>
<td>9.</td>
<td>To clean your room?</td>
</tr>
<tr>
<td>10.</td>
<td>To do your own laundry?</td>
</tr>
<tr>
<td>11.</td>
<td>To pay for long distance telephone calls in advance?</td>
</tr>
<tr>
<td>12.</td>
<td>To come home every night before a certain time?</td>
</tr>
<tr>
<td>13.</td>
<td>To let them know what your daily schedule is?</td>
</tr>
<tr>
<td>14.</td>
<td>To let them know if you do not need a packed lunch?</td>
</tr>
<tr>
<td>15.</td>
<td>To let them know when you will have to miss a dinner meal?</td>
</tr>
<tr>
<td>16.</td>
<td>To set the table for family meals?</td>
</tr>
<tr>
<td>17.</td>
<td>To ask permission to use the t.v. or stereo?</td>
</tr>
<tr>
<td>18.</td>
<td>To give them your home phone number and address in case of emergency?</td>
</tr>
</tbody>
</table>

**Task:** Be prepared to share your host family's expectations with a classmate.
HOST FAMILY: Student Expectations (31)

All of you are used to living in your own home or, perhaps, sharing an apartment with a friend. Now, however, you are living with a host family that speaks a different language than you and has a different cultural background. **WHAT ARE YOUR EXPECTATIONS?**

**DIRECTIONS:** Complete the ideas below with one of the choices provided. Afterwards, compare your answers with those of a classmate.

**Incomplete Sentences: Student Expectations**

1. You expect your host family to speak English with you ____________
   a. all of the time
   b. some of the time
   c. most of the time

2. You expect your host family to provide a room for you that is ____________
   a. clean and comfortable
   b. attractive
   c. both a. and b.

3. You expect your host family to provide food for you that is ____________
   a. nutritious
   b. delicious
   c. both a. and b.

4. You expect your host family to show you around Vancouver ____________
   a. often
   b. occasionally
   c. never

5. You expect your host family to interact with you ____________
   a. mostly formally
   b. mostly casually
   c. sometimes formally and sometimes casually

**Questions:** Does your host family know what you expect of them? Do you know what your host family expects of you?

**Discuss:** Some students may have unrealistic expectations of their host families. Explain (give examples).
While living here you may find that you have to use the telephone on some occasions. The following are some problematic situations you might experience with using the telephone.

DIRECTIONS: Carefully read each situation. Then, together with your partner, decide on an appropriate response for each. Write it down in the space provided.

Problem Situations: Using the Telephone

1. Your host family is out. They have asked you to answer the telephone and to take messages for them when they are not home. Someone telephones and asks to speak to your host mother.
   WHAT SHOULD YOU SAY?

2. In the evening you decide you want to talk to a friend from your English class so you telephone her/him. Her/his host mother answers and tells you that your friend is not there.
   WHAT SHOULD YOU SAY?

3. You phone a friend who has an answering machine. You hear a taped message which says that no one is home right now and to leave a message.
   WHAT SHOULD YOU SAY?

4. You call B.C. Transit to find out some bus information. However, you discover that you cannot understand what the person who answers is saying to you.
   WHAT SHOULD YOU SAY?

5. The telephone rings and you answer it. No one is home. The caller, however, asks you to donate money to a charity.
   WHAT SHOULD YOU SAY?

6. You are trying to telephone someone. A stranger answers and you realize that you must have dialed the number incorrectly.
   WHAT SHOULD YOU SAY?

Task: After answering the above questions, create a short dialogue with your partner for each telephone situation. Be prepared to present them to the rest of the class.
**HOST FAMILY: Your Host Family and Your Own Family (33)**

You have been living with a host family for a while. What is your host family like? What is your own family like? How is your host family similar to your family? How is it different?

**DIRECTIONS:** Describe and compare your own family with your host family by completing the chart below.

**Descriptions and Comparisons: Your Host Family and Your Own Family**

A. Describe the members of your family (age, sex, physical features, personalities, interests, habits, etc.)

<table>
<thead>
<tr>
<th>YOUR FAMILY</th>
<th>HOST FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Describe the roles of the members of your family (who does the housework, who works outside the home, who looks after the children, who makes the financial decisions, etc.)

<table>
<thead>
<tr>
<th>YOUR FAMILY</th>
<th>HOST FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions:** Why do you think these similarities/differences exist? What do they tell you about your own and the Canadian culture?
SOCIAL ADAPTATION: Adjustment Factors (34)

Living in a new culture and speaking a new language presents many challenges and difficulties.

DIRECTIONS: Below is a list of some of the areas in which you may experience difficulty. Rank these in order from most to least difficult. As there are 10 items in total, the most difficult one will be numbered 1, the least difficult numbered 10. After you have finished ranking them on your own, rank them again with your partner. Then rank them once again with a group of classmates. Finally, rank them with the entire class.

Lists: Adjustment Factors

<table>
<thead>
<tr>
<th>Individual</th>
<th>With a Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>weather</td>
</tr>
<tr>
<td>people</td>
<td>people</td>
</tr>
<tr>
<td>food</td>
<td>food</td>
</tr>
<tr>
<td>customs</td>
<td>customs</td>
</tr>
<tr>
<td>language</td>
<td>language</td>
</tr>
<tr>
<td>educational system</td>
<td>educational system</td>
</tr>
<tr>
<td>accommodation</td>
<td>accommodation</td>
</tr>
<tr>
<td>leisure activities</td>
<td>leisure activities</td>
</tr>
<tr>
<td>homesickness</td>
<td>homesickness</td>
</tr>
<tr>
<td>making new friends</td>
<td>making new friends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With a Group of Classmates</th>
<th>With the Whole Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>weather</td>
</tr>
<tr>
<td>people</td>
<td>people</td>
</tr>
<tr>
<td>food</td>
<td>food</td>
</tr>
<tr>
<td>customs</td>
<td>customs</td>
</tr>
<tr>
<td>language</td>
<td>language</td>
</tr>
<tr>
<td>educational system</td>
<td>educational system</td>
</tr>
<tr>
<td>accommodation</td>
<td>accommodation</td>
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<tr>
<td>leisure activities</td>
<td>leisure activities</td>
</tr>
<tr>
<td>homesickness</td>
<td>homesickness</td>
</tr>
<tr>
<td>making new friends</td>
<td>making new friends</td>
</tr>
</tbody>
</table>

QUESTIONS: Are there any patterns in the above results? If so, what are they and why do you think they exist?
SOCIAL ADAPTATION: Adjusting to a Different Way of Life (35)

You have been living in a foreign country for quite some time now. Have you felt comfortable living here? Was it easy getting used to a different way of life?

DIRECTIONS: Complete the ideas below on how you have or have not adjusted to living in the new culture. You may work with your classmate(s).

Incomplete Sentences: Adjusting to a Different Way of Life

1. Living here has been ____________________________________________

2. When I first came here I __________________________________________

3. Often I would __________________________________________________

4. Sometimes I felt ________________________________________________

5. Eventually I could ________________________________________________

6. Most of the time I would __________________________________________

7. I hardly ever felt ________________________________________________

8. Usually I could __________________________________________________

9. Now I feel _______________________________________________________

10. In the future I will be able to _______________________________________

Task: After you have completed the above, tell your classmate(s) how you have or have not adjusted to living a different way of life and why (give examples).

Discussion: It takes a long time to adjust to living in a new culture.
SOCIAL ADAPTATION: Communicating Between Cultures (36)

What is it like to communicate with people in a different language while living in a foreign culture? Do you enjoy these intercultural experiences? Do you find them difficult?

DIRECTIONS: Below are some statements about the process of communicating with people in a different culture who speak a different language. With your classmate(s), respond to the statements by answering the question: What do you think?

General Statements: Communicating Between Cultures

1. Usually there are few communication problems when speaking with someone who knows your first language and who is from the same culture as yourself. What do you think?

2. Most people generally view the world in the same way. What do you think?

3. It is easier to communicate with someone in a different language when we are living in our own country. What do you think?

4. If we can speak a language fluently, we are not likely to experience problems when communicating in that language. What do you think?

5. If we are good communicators in our first language, we will likely be good communicators when speaking a second language. What do you think?

6. We actually think and act differently when we speak a different language. What do you think?

Question: How is communicating in a second language different than communicating in a first language?
SOCIAL ADAPTATION: Communicating Without Words (37)

Because most communication between people is expressed without words, learning the non-verbal signs of a second culture may be nearly as important as learning the language itself. See if you know what the following non-verbal signs mean.

DIRECTIONS: Complete the following sentences by answering the question word in the parenthesis. You may work with your classmate(s).

Incomplete Sentences: Communicating Without Words

1. If you see a male and female walking down the street holding hands, they probably are ______________________.(relationship?)

2. If you see a group of students talking together, they probably are ______________________.(relationship?)

3. If you see two people sitting on opposite ends of a bench, they probably are ______________________.(relationship?)

4. If you have a doctor's appointment at 10:00 a.m., you will probably see the doctor at ______________________.(time?)

5. If you are invited to a friend's house for dinner at 7:00, you should arrive there at ______________________.(time?)

6. If someone looks at their watch while you are speaking to them, they are probably in a ______________________.(condition?)

7. If someone shrugs their shoulders when you ask them a question, this might mean that ______________________.(comprehension?)

8. If someone raises their eyebrows at you while you are doing something, they are probably ______________________.(feeling?)

9. If someone shakes their head from side to side at you, they are probably ______________________.(feeling?)

10. If someone winks at you, they may want to share a ______________________.(what?)

Contact Assignment: Ask a Canadian native speaker to share with you 2 non-verbal signs and their meanings which you did not know before. Be prepared to share these with the rest of the class.
SOCIAL ADAPTATION: Community Information, Resources, and Support Services

As a visitor to B.C. you may be interested in learning what government services are available to help people adjust to life in a new culture.

DIRECTIONS: The attached sheet lists some of the community organizations offering cultural adaptation assistance to individuals. Look over the list and then decide which organization would be most appropriate to contact in each of the following situations. Write your answers in the space provided.

Cultural Adaptation Situations: Community Information, Resources, and Support Services

1. You would like to get a translation of a document that you need for Canadian Immigration.

2. You are Chinese and are interested in meeting members of the local Chinese-Canadian community.

3. You are an unemployed woman and need some help with your career plans.

4. You are a new immigrant and are experiencing many problems adjusting to the new culture and language.

5. You are an immigrant and would like to obtain more information about the services available to immigrants.

Questions: Have you ever experienced any of these situations? If so, which one(s)? Share your experience(s) with your classmate(s).

Contact Assignment: From the list of organizations above, choose one that you would like to find out more information about. Go to the organization and learn whatever you can about them by asking questions and getting any written information they may have. Be prepared to share what you have learned with your classmate(s).
SOCIAL ADAPTATION: Community Information, Resources and Support Services (38)

**SOCRES OF INFORMATION AND ASSISTANCE**

It is most difficult to provide a full and complete directory of all sources of information and assistance available to British Columbians throughout all the communities of the province.

Below is a partial listing of resources which may be useful.

You are encouraged to use the facilities within your own community to locate the information you are seeking. You will find that public libraries, community centres, community information centres, and your church or school will be most cooperative and able to give you helpful direction. Above all, the local telephone directory can be your most useful and readily available reference source.

**Community Information**

**General Assistance**

<table>
<thead>
<tr>
<th>Source</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.C. Task Force on Immigrant Women</td>
<td>622 Seymour Street, Vancouver, B.C. V6B 3K4</td>
<td>980-6976</td>
</tr>
<tr>
<td>Canadian Committee on Learning Opportunities for Women</td>
<td>700 Royal Avenue, New Westminster, B.C. V3L 5B2</td>
<td>520-5400</td>
</tr>
<tr>
<td>Downtown Eastside Women's Centre</td>
<td>219 Dunlevy Avenue, Vancouver, B.C. V6A 3A5</td>
<td>681-8480</td>
</tr>
<tr>
<td>Immigrant Services Society</td>
<td>622 Seymour Street, Vancouver, B.C. V6B 3K4</td>
<td>684-2561</td>
</tr>
<tr>
<td>Immigrants' Community Centre</td>
<td>#5 - 231 Victoria Street, Kamloops, B.C. V2C 2A1</td>
<td>372-0855</td>
</tr>
<tr>
<td>Jewish Family Services Agency of Greater Vancouver</td>
<td>305 Kerrisdale Professional Centre, 2025 West 42nd Avenue, Vancouver, B.C. V6M 2B5</td>
<td>266-2396</td>
</tr>
<tr>
<td>M.O.S.A.I.C. (Multilingual Orientation Services Association for Immigrant Communities)</td>
<td>1161 Commercial Drive, Vancouver, B.C. V5L 3X3</td>
<td>254-9626</td>
</tr>
<tr>
<td>Matsqui-Abbotsford Community Services</td>
<td>2420 Montrose Avenue, Abbotsford, B.C. V2S 3S9</td>
<td>859-7681</td>
</tr>
<tr>
<td>Nanaimo Immigrant Settlement Society</td>
<td>227-285 Prideaux Street, Nanaimo, B.C. V9R 2N2</td>
<td>753-0303</td>
</tr>
<tr>
<td>O.A.S.I.S. (Orientation Adjustment Services for Immigrants Society)</td>
<td>8165 Main Street, Vancouver, B.C. V5X 3L2</td>
<td>324-8186</td>
</tr>
<tr>
<td>Pacific Immigrant Resources Society</td>
<td>1661 Napier Street, Vancouver, B.C. V5L 3X4</td>
<td>253-4391 Local 66/68</td>
</tr>
<tr>
<td>Pacific Interfaith Citizenship Association of B.C.</td>
<td>701 Millyard, Vancouver, B.C. V5Z 3Z9</td>
<td>873-9497</td>
</tr>
<tr>
<td>Prince George Immigrant and Multicultural Services Society</td>
<td>P.O. Box 1516, Prince George, B.C. V2L 4V5</td>
<td>562-2900</td>
</tr>
<tr>
<td>Prince George Immigrant and Multicultural Services Society</td>
<td>449 E. Hastings Street, Vancouver, B.C. V6A 1P5</td>
<td>253-5561</td>
</tr>
<tr>
<td>Surrey Delta Immigrant Services Society</td>
<td>12370 - 98th Avenue, Surrey, B.C. V3V 2K3</td>
<td>585-2933</td>
</tr>
<tr>
<td>The Inter-Cultural Association of Greater Vancouver</td>
<td>411-620 View Street, Victoria, B.C. V8W 1J6</td>
<td>388-4202</td>
</tr>
<tr>
<td>The Women's Employment Counselling Unit</td>
<td>2902 West Broadway, Vancouver, B.C. V6K 2G8</td>
<td>732-4108</td>
</tr>
<tr>
<td>Vancouver Multicultural Women's Association, 2532 Main Street, Vancouver, B.C. V5T 3E4</td>
<td>876-9301</td>
<td></td>
</tr>
<tr>
<td>Vancouver Status of Women</td>
<td>400 - A West 5th Avenue, Vancouver, B.C. V5Y 1J7</td>
<td>873-1427</td>
</tr>
<tr>
<td>Women's Resources Centre of U.B.C.</td>
<td>#1 - 1144 Robson Street, Vancouver, B.C. V6E 1B2</td>
<td>685-3934</td>
</tr>
<tr>
<td>Y.M.C.A. of Vancouver</td>
<td>955 Burrard Street, Vancouver, B.C. V6E 1Y2</td>
<td>681-0221</td>
</tr>
<tr>
<td>Y.W.C.A. of Vancouver</td>
<td>380 Burrard Street, Vancouver, B.C. V6C 2K9</td>
<td>683-2531</td>
</tr>
</tbody>
</table>

SOCIAL ADAPTATION: Cultural Values (39)

What sorts of things are important to you? What sorts of things are not? Do you think that what is important to you can be influenced by the culture you have been raised in?

Directions: Together with your classmate(s), consider the following cultural value statements.

General Statements: Cultural Values

1. I think that individual people are more important than groups of people. 
   Discuss (give examples).
2. I think that males are superior to females. 
   Discuss (give examples).
3. I think that family relationships are the most important ones in our lives. 
   Discuss (give examples).
4. I think that anyone can go to university if s/he works hard. 
   Discuss (give examples).
5. I think that married people should have only two children. 
   Discuss (give examples).
6. I think that the future is more important than the past. 
   Discuss (give examples).
7. I think that intuitive knowledge is superior to scientific knowledge. 
   Discuss (give examples).

Question: How do you think Canadians feel about the above statements?

Contact Assignment: Interview two Canadian native speakers to find out their opinions about the above statements. Be prepared to share their answers with your classmate(s).
SOCIAL ADAPTATION: Feeling Homesick (40)

You have been living in a foreign country for a while and have probably, from time to time, missed your home and country. When do you feel homesick? What makes you feel that way? What do you do when you get homesick?

DIRECTIONS: Read over the following situations which can make a person feel homesick. Put a check mark (✓) in front of each of those which have made you feel homesick. Then, describe to your classmate(s) how and why it made you feel homesick and what you did to make yourself feel better.

List of Situations: Feeling Homesick

- 1. writing letters to or receiving letters from home
- 2. eating food from your own country
- 3. watching movies in your first language
- 4. listening to music in your own language
- 5. celebrating birthdays away from home
- 6. missing holiday celebrations back home
- 7. talking on the telephone to family or friends
- 8. hearing news stories about your country
- 9. looking at photographs of people back home
- 10. reading a book or article in your own language

Your Additions:

Question: Can you add any more to the list?

Discuss: After people have lived in a foreign country for a long time, they do not feel homesick anymore.
SOCIAL ADAPTATION: Feelings About Speaking English in the New Culture (41)

How do you feel when you speak English to someone here? Do you feel the same way when you speak your first language? Why or why not?

**DIRECTIONS:** Complete the ideas expressed below. Then, share your ideas with your classmate(s).

**Incomplete Sentences: Feelings About Speaking English in the New Culture**

1. When I speak English I ____________________________

2. When I speak English I am ____________________________

3. When I speak English to someone who speaks my first language I feel ____________________________

4. I can express my **emotions** better in ____________________________

5. I can express my **ideas** better in ____________________________

6. I feel more **comfortable** speaking English when ____________________________

7. I find it **difficult** to speak English when ____________________________

8. I **prefer** to speak English when ____________________________

9. I **never** speak English when ____________________________

10. I switch to speaking my first language when ____________________________

**Question:** How is speaking English in an English-speaking culture different for you than speaking English in your own culture? **EXPLAIN** (give examples).
SOCIAL ADAPTATION: Going Back Home (42)

You have been living in Canada for a while, but your stay is almost over. Although you have had many new and exciting experiences, you are beginning to think about your trip home. **How do you feel? How will you adjust to living in your own culture again?** Do you think there will be any problems?

**DIRECTIONS:** Together with a classmate, answer the questions below to help you prepare for your trip home.

**Questions: Going Back Home**

1. How do you feel about going home?
2. Do you think you have changed as a result of your new experiences? How?
3. Will it be easy for you to leave?
4. What have you liked best about being here?
5. What have you liked least about being here?
6. Which people will you keep in touch with?
7. Which people, places, or experiences would you prefer to forget?
8. Do you want to return again to this country?
9. Do you feel that you are a different person now than you were before you came?
10. If you have changed, how have you?
11. Do you think that people back home will notice the changes in you?
12. Will you be able to share your experiences with people back home?
13. What do you miss most about home?
14. Which people, places, and activities are you looking forward to when you return home?
15. How do you think you will adjust to living in your own culture/country again?

**HAVE A PLEASANT JOURNEY!**
SOCIAL ADAPTATION: Integration Problems (43)

You are living in a new culture and can speak the language fairly well. Even so, though you are doing everything you can to make your experience a positive one, you still do not feel as comfortable living in the new culture as you would like to.

DIRECTIONS: Read over the following statements. Afterwards, discuss with your classmate(s) why and how these situations are problematic. Then, together explore how these problems may be solved.

Integration Problems: Situations

1. When people know what culture you come from and what language you speak, they sometimes feel that they know all that is necessary to know about you. DISCUSS

2. Sometimes people do not accept foreigners very well, especially those who look different from themselves and speak a different language. DISCUSS

3. The less language fluency you have, the more difficult it may be to adapt to the new culture. DISCUSS

4. It is difficult to integrate into a new culture when your own culture has a very different economic, political, social, or religious system(s). DISCUSS

5. Sometimes, when you have had several bad experiences living in a new culture, it makes it more difficult to integrate yourself into it. DISCUSS

Contact Assignment: Find two local native speakers' who have lived in a foreign country for a while. Ask them what they liked most and least about their experiences and why. Be prepared to share your native speakers' responses with your other classmates.
SOCIAL ADAPTATION: Leisure Activities (44)

Do you have any free time? What kinds of activities do you enjoy during your leisure time? What kinds of things do you not enjoy?

DIRECTIONS: On the list below of leisure activities, mark the ones that you enjoy with a plus sign (+). Mark those you do not enjoy with a negative sign (-). Then, give your classmate(s) a reason why you enjoy or do not enjoy each of the activities.

<table>
<thead>
<tr>
<th>List: Leisure Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>cycling</td>
</tr>
<tr>
<td>walking</td>
</tr>
<tr>
<td>swimming</td>
</tr>
<tr>
<td>tennis</td>
</tr>
<tr>
<td>sailing</td>
</tr>
<tr>
<td>hiking</td>
</tr>
<tr>
<td>skiing</td>
</tr>
<tr>
<td>roller skating</td>
</tr>
<tr>
<td>ice skating</td>
</tr>
<tr>
<td>baseball</td>
</tr>
<tr>
<td>volleyball</td>
</tr>
<tr>
<td>weight-lifting</td>
</tr>
<tr>
<td>aerobics</td>
</tr>
<tr>
<td>tai chi</td>
</tr>
<tr>
<td>kung fu</td>
</tr>
<tr>
<td>jogging</td>
</tr>
<tr>
<td>running</td>
</tr>
</tbody>
</table>

Native Speaker (1) | Native Speaker (2)

Question: Can you and your partner add any leisure activities to the list? If so, write them down in the space provided.

Contact Assignment: Find out what two different local native speakers enjoy doing in their leisure time, especially on rainy days or nights. Add their list of leisure activities in the spaces provided.
An enjoyable and productive way of improving your English is to make contact with local native speakers. How can you meet them?

**DIRECTIONS:** Below are listed some situations or places in which you can meet native speakers. Working together with your classmate(s), see if you can add any to the list. Write them down in the space provided.

**List: Situations or Places for Meeting Native Speakers**

- doing volunteer work
- joining clubs
- participating in neighbourhood community center programs
- doing laundry at a laundromat
- going to spiritual centers (e.g. church)
- lending or borrowing things from people (e.g. books)
- going shopping
- taking dogs for a walk
- taking young children to playgrounds

**Questions:** Is it difficult for you to make contact with local native speakers? Is it easy? Why?

**Contact**

Ask two native speakers where they go and what they do to meet new people. Add their responses to the list below.

**Assignments: **meet new people. Add their responses to the list below.

<table>
<thead>
<tr>
<th>Native Speaker (1)</th>
<th>Native Speaker (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places to Go</strong></td>
<td><strong>Places to Go</strong></td>
</tr>
<tr>
<td><strong>Things to Do</strong></td>
<td><strong>Things to Do</strong></td>
</tr>
</tbody>
</table>
SOCIAL ADAPTATION: Making Friends With British Columbians (46)

<table>
<thead>
<tr>
<th>What are British Columbians like? Are they easy to meet and talk with? Are they easy to make friends with? What kinds of friendships do you have with them?</th>
</tr>
</thead>
</table>

**DIRECTIONS:** Together with your classmate(s), consider the following statements about British Columbians.

**General Statements: Making Friends With British Columbians**

1. British Columbians are very polite.
   
   **Discuss (give examples).**

2. British Columbians are easy to talk to.
   
   **Discuss (give examples).**

3. British Columbians enjoy meeting people from different cultures.
   
   **Discuss (give examples).**

4. British Columbians are warm people.
   
   **Discuss (give examples).**

5. British Columbians are easy to get to know.
   
   **Discuss (give examples).**

6. British Columbians like to speak to strangers.
   
   **Discuss (give examples).**

7. British Columbians take a long time to become close to.
   
   **Discuss (give examples).**

8. British Columbians are enjoyable to be with.
   
   **Discuss (give examples).**

**Discuss:** Making friends in a foreign country is more difficult than making friends back home.
SOCIAL ADAPTATION: Male and Female Roles (47)

During your stay here you may have noticed some differences in sexual roles (i.e., the way men and women behave and live in this culture) as compared to your own. If so, what are your opinions? What do you think that females and males should and should not do?

DIRECTIONS: Read over the following statements. Then, tell your classmate(s) what you think about each one of them and why.

General Statements: Male and Female Roles

1. Both men and women should be allowed to ask someone for a date.
   WHAT DO YOU THINK? WHY?

2. Men need to have careers more than women do.
   WHAT DO YOU THINK? WHY?

3. Fathers should take care of their children.
   WHAT DO YOU THINK? WHY?

4. Women should do all the housework.
   WHAT DO YOU THINK? WHY?

5. Women make better bosses than men.
   WHAT DO YOU THINK? WHY?

6. Sisters should obey their brothers.
   WHAT DO YOU THINK? WHY?

7. Women who have children should stay at home with them.
   WHAT DO YOU THINK? WHY?

8. Husbands should be responsible for supporting families.
   WHAT DO YOU THINK? WHY?

9. Men are better at some jobs than women.
   WHAT DO YOU THINK? WHY?

10. Women are more sensitive than men.
    WHAT DO YOU THINK? WHY?

Question: What are some of the ways in which the roles of men and women differ here from your own culture?
SOCIAL ADAPTATION: Observing Cultural Differences (48)

What differences have you noticed between people from your own culture and people in this culture?

**DIRECTIONS:** Describe some of the differences you have observed by completing the chart below. Afterwards, compare your observations with your classmate(s).

**Descriptions: Observing Cultural Differences**

<table>
<thead>
<tr>
<th>My Culture</th>
<th>New Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOOK (?)</strong></td>
<td><strong>LOOK (?)</strong></td>
</tr>
<tr>
<td><strong>ACT (?)</strong></td>
<td><strong>ACT (?)</strong></td>
</tr>
<tr>
<td><strong>FEEL (?)</strong></td>
<td><strong>FEEL (?)</strong></td>
</tr>
<tr>
<td><strong>THINK ?</strong></td>
<td><strong>THINK ?</strong></td>
</tr>
</tbody>
</table>

**Questions:** Which of the above differences is the most important to you? Why?

**Contact Assignment:** Find out from a native speaker friend or your host family what cultural differences they have observed about you. Be prepared to share these observations with the rest of your classmate(s).
In order to have successful interactions with people in a new culture, you need to have particular skills and traits.

DIRECTIONS: Look at the following list of desirable skills and traits for effective intercultural communication. Then, mark with a plus sign (+) those which you think you have. Mark with a negative sign (-) those you think you do not have.

**List: The Good Intercultural Communicator**

- knowledge of the new culture
- language skills and fluency
- communication skills (including non-verbal)
- the ability to take advantage of opportunities
- tolerance towards different points of view
- a positive image of oneself
- the ability to develop and maintain good relationships with others
- intelligence and curiosity
- a willingness to solicit and use feedback from others

**Question:** Are you a good intercultural communicator?

**Discussion:** It is necessary to be an effective intercultural communicator in today's world.

* Adapted from Brislin, Cross-Cultural Encounters: Face-to-Face Interaction (1981).
SOCIAL ADAPTATION: Your Local Community (50)

What do you know about the place you are living in? What do you know about its people? What do you find interesting about it?

Directions: Choose a topic that interests you from the list below. Find out whatever information you can from the resources available on your topic. This should mostly include native speakers, but may also include newspaper articles, magazines, brochures, and books.

Topic Suggestions for Community Project Assignment: Your Local Community

A. PEOPLE
- local politicians
- ethnic communities
- famous people from the area
- the way of life of a particular group of people
- local musicians or artists

B. PLACES
- community services available
- different neighbourhoods
- the history of particular areas or places
- tourist attractions

C. THINGS
- the educational system
- the area's history
- the local laws and regulations
- services available to the needy

Task: Be prepared to share the information with your classmate(s).
ANSWER KEY

DOUGLAS COLLEGE: Admission and Registration Procedures (1)

A. 2
1
4
3
5
6

B. 1. F
2. T (for an additional late fee)
3. T
4. T
5. T
6. F
7. F (15 semester credits for full-time students)
8. T
9. T
10. T

DOUGLAS COLLEGE: Campus Orientation (2)

1. 1st floor, South Building
2. 2nd floor, Concourse, varies
3. 1st floor, North Building, gymnasium, weight, combatant and conditioning rooms
4. 1st floor, North Building, near gymnasium
5. 2nd floor, North Building, varies
6. 2nd floor, Concourse
7. 2nd floor, South Building, off Concourse - near Security
8. 3rd floor, South Building, Room 3603
9. 4th floor, South Building, Room 4600
10. 4th floor, North Building, Room 4200
DOUGLAS COLLEGE: ESL Discipline Information (4)

A. 1. 520-5463
   2. 8:30-4:00
   3. Judy Murray
   4. Ivy Li
   5. 4200 North
   6. from the receptionist, in the main office
   8. find out when they have office hours, make an appointment by telephone or leave a message in his/her mailbox in the main office

B. 1. Room 4208 (4th floor, North Building)
   2. registered ESL students
   3. varies
   4. reading, writing and listening
   5. varies from term to term (schedule is posted on the door of the lab)

DOUGLAS COLLEGE: Grading System (5)

1. Un = unofficial withdrawal
   W = withdrawal
   I = incomplete
   MAS = mastery
   NCG = no credit granted
   AUD = audit
   EXP = experience

2. a) unofficial withdrawal
   b) audit
   c) withdrawal
   d) incomplete
   e) experience
   f) mastery
   g) no credit granted

3. grade point average - cumulative grade point average - the sum of the grade points earned in all semesters divided by the total number of credit courses taken.

4. letter grades and unofficial withdrawals. the rest are not.
DOUGLAS COLLEGE: Information in the Douglas College Calendar (6)

1. 3 semesters. 14 weeks (not including the exam period). September - December, January - April, and May - August.
2. $135.00 per credit.
3. Information on general time-tabling, filling out registration forms and the registration process in general.
4. Counselling, Academic Advice, Career Resource Centre, Career Seminars, etc.
5. Personal, social, career/vocational.
6. (open-ended answer) - Arts, Business Management, ESL, Music, Science, etc.
7. No. from the department. One month before the beginning of each term.
8. College Preparatory, General, and Special Summer Programs.
9. Academic advisors or instructors.

DOUGLAS COLLEGE: Information in the Student Handbook (7)

1. Student Society. To use the Library and Canada Games Pool.
2. 6th Avenue and Cumberland.
3. Yes. Yes.
4. Is not permitted in classrooms, hallways or in the athletic facilities. Is permitted in the cafeteria and the concourse.
5. In the Library alcove.
7. Double gymnasium, weight, combatant and conditioning rooms.
8. Education, personal and career counselling.

DOUGLAS COLLEGE: Library Skills and the Douglas College Library Handout (8)

1. A list of all the book and a.v. materials in the library.
2. Author, title and subject.
3. Two weeks.
4. Recall it. 3 days.
5. Required reading or listening materials for courses.
6. To help with any questions.
7. A scholarly journal.
8. Material obtained from other institutions. 3 days.
9. 16 mm films, slides, film strip, video tapes, records, etc. 2 weeks.
10. Microcomputers, seminar rooms and typewriters.

QUESTIONS: FC. Canadian Literature.

* * * * *
EDUCATIONAL PREPARATION: Speaking Skills and Strategies (15)

1. d  
2. h  
3. b  
4. f  
5. j  
6. a  
7. i  
8. g  
9. e  
10. c

HOST FAMILY: Health and Safety Information (29)

A. 1. Security Office  
2. Local 5050  
3. Simon Fraser Health Unit, 537 Carnarvon Street, Monday-Friday (8:30-4:30)

B. 1. 911  
2. Burnaby, 291-1234, 299-8844 and 875-5151  
   New Westminster, 526-4411, 521-7711 and 872-5151  
   Coquitlam, 939-1122, 464-6211 and 872-5151  
   Surrey, 596-3344, 574-4131 and 872-5151  
3. "0". Location of emergency event.

SOCIAL ADAPTATION: Community Information, Resources, and Support Services (38)

1. M.O.S.A.I.C.  
2. S.U.C.C.E.S.S.  
3. The Women's Employment Counselling Unit  
4. O.A.S.I.S.  
5. Immigrant Services Society
## EVALUATION

**Intercultural Orientation Modules: Feedback**

If evaluating a module activity, please fill in the following information.

<table>
<thead>
<tr>
<th>Module Area: (Circle)</th>
<th>Module Topic and Number (Write In)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas College</td>
<td></td>
</tr>
<tr>
<td>Educational Preparation</td>
<td></td>
</tr>
<tr>
<td>Social Adaptation</td>
<td></td>
</tr>
<tr>
<td>Host Family</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL QUESTIONS:

1. What type of ESL program did you use the module(s) in?

2. What type of cultural content/language skill were you teaching in using the module(s)?

3. What type of ESL students were in your class (language level, immigrant status, and cultural background)?

4. What was your objective in using the module(s)?

5. What (if any) related activities did you incorporate with using the module(s)?

6. How was the module(s) useful for your teaching purposes?

7. What problems (if any) did you find in using the module(s)?

8. What changes would you suggest? *(If recommending changes for a specific module, please attach a copy of it with your written suggestions.)*

9. How would you rate the overall success of the module(s)?
BIBLIOGRAPHY


* ESL Textbooks for Culture 2 Education
Donahue, Meghan, and Adelaide Heyde Parsons. "The Use of Roleplay to Overcome Cultural Fatigue." TESOL Quarterly Volume 16, No.3 (Sept.1982).


* ESL Textbooks for Culture Education


* ESL Textbooks for Culture Education


* ESL Textbooks for Culture 2 Education


* ESL Textbooks for Culture Education