

Save the Date

New Volunteer Training:

For volunteers new to ESL & Immigrant Ministries and for veteran volunteers who would like a refresher.

Saturday, January 5, 2008

9:00 a.m. – noon

Presenter: Carolyn Harding

Prior to attending You must be assigned to an ESL program and have been in touch with the program coordinator.

Bring to training the materials you will use in your class as supplied by the program coordinator.

Location of both sessions:

Mount Olivet United Methodist Church - 1500 N. Glebe Road, Arlington, VA.

Mount Olivet UMC's private parking lot is on the corner of North Glebe Road and 16th Street. Parking is free.

Registration is required. To register email **Barbara Bennett at eslim02@gmail.com**.

Deadline to register: Wednesday, January 2, 2008.

Visit our website at www.eslim.org

Past copies of the newsletter can be found on the website. To be removed from the mailing list email eslim02@gmail.com

Returning Volunteers Workshop:

For the experienced ESL volunteer who has attended at least one ESLIM training and who has taught at least one semester.

Saturday, January 5, 2008

10:00 a.m. – noon

Presenter: Doug George

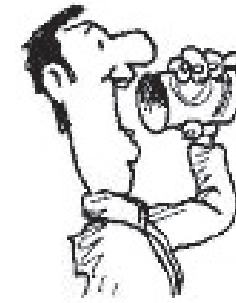
Learn how to bring “**realia**” (real life examples) into your classroom to make learning more relevant for your students. Come prepared to share one of your favorite classroom activity ideas.



United Methodist Church in Northern Virginia
5001 Echols Avenue
Alexandria, VA 22311

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FALL 2007



ESL & IMMIGRANT MINISTRIES

Speak Easy



www.eslim.org

ESL STUDENT RETENTION

~Ideas to implement that may help keep students coming back ~

By Rose Oberlin, Floris UMC coordinator

LEARN THEIR NAMES

- Write names phonetically on your attendance sheet to help with pronunciation
- Use name tags, lanyards, desk top tents
- Greet each student, by name, at the start of class.

*Remember the Cheers song...I want to go
“where everybody knows your name.”*

MAKE AN EVENT OUT OF CHECKING ATTENDANCE

- Make it important. By demonstrating that it's important to you, it'll be important to your students.
- Take attendance right before break, or after, giving students time to get to class.
- Put the students in charge of attendance; let them own it; they will encourage each other.

CALL THEM — YES, CALL THEM — ON THE TELEPHONE

- 1st week — an intro call — simple vocabulary learned in class that week
- Later — If they miss a class or two, call again.



The Fall 2007 Advanced level ESL class.
Back row from left to right: Sung Sil (Korea), Lanto (Madagascar),
Doug (Mississippi, USA), Yinghua (China), Yashoda (Nepal),
Sung Ok (Korea), Oanh (Vietnam), and Kay (Korea).

SEND A POSTCARD, NOTE, OR LETTER

- Sooner is better than later. Address absences right away. For students who miss more than one class, receiving a note in the mail may make all the difference.

RECOGNITION, CONTESTS, REWARDS

- Make a “STARS OF ESL” poster with the name of students who haven't missed a class. Post it for students to view as they enter and exit class, and at break.
- Make a Getting to Know You poster to help build a sense of community within the classroom. Add a square for each student and teacher. Each square will include name, native country PLUS a personal fact that each individual

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Fall 2007 Semester Statistics

	NO. OF STUDENTS REGISTERED	AVERAGE ATTENDANCE	NO. OF TEACHERS	NO. OF NEW TEACHERS	OTHER VOLUNTEERS
Arlington UMC	78	40	23	9	3
Arlington Forest UMC, Mount Olivet UMC, First Presbyterian	45	22	16	8	4
Calvary UMC [Arlington]	34	28	14	6	2
Centreville UMC (a.m.+p.m.)	251	143	38	12	8
Crossroads UMC	109	70	26	7	15
Culmore UMC [Falls Church]	74	49	10	4	10
Dulin UMC [Falls Church]	141	81	17	3	6
Fairfax UMC	147	74	32	8	5
Floris UMC [Herndon]	261	156	24	5	32
Grace UMC – Trinity Episcopal [Manassas]	105	71	11	7	21
Graham Road [Falls Church]	80	50	5	0	8
Herndon UMC – Trinity Presbyterian	31	17	11	7	3
Leesburg UMC	44	30	13	5	5
St. George's UMC [Fairfax]	115	75	24	5	14
St. Matthew's UMC [Annandale]	79	50	20	5	40
Washington Street UMC [Alex.]	38	20	11	4	6
Wesley UMC [Vienna]	34	10	7	1	5
TOTALS	1666	986	301	96	187

You're All Great! And Money Helps Too!

The lifeblood of our program is our hundreds of dedicated volunteers. Thanks to them, with just a \$40,000 budget and one paid part-time staff person, ESLIM provides English classes to more than a thousand immigrants every year.

But despite our success in doing a lot with not much money, dollars are still very important. Cash donations fund expanded outreach to potential students and volunteers, new books and classroom materials, childcare, and more extensive teacher training. And we are planning for the day when we will likely have to recruit a paid full-time Executive Director to administer the Bi-District coordination of ESLIM.

Did you know that your volunteer hours might "translate" into dollars for ESLIM?

Some employers give grants to organizations where their employees volunteer. In fact, ESLIM has received grants from Exxon-Mobil and Qwest in the past for this kind of volunteer work. If you work for a large company, please check with the corporate foundation to find out if they do this type of matching. Then contact the coordinator at your ESL site for assistance with the paperwork.

Also, ESLIM participates in the Combined Federal Campaign of the National Capital Area. By designating #60490, you can help strengthen ESLIM's services. Finally, we are always happy to receive direct donations to our program.

Details about how to contribute to us directly can be found at www.eslim.org.

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would like to share with the class. The square may also include something the student wants to learn. (Submitted by Terri Kennedy, program coordinator at Crossroads UMC, Ashburn. For more information on how teachers use the Getting to Know You poster, contact Terri at terrikennedy777@gmail.com.)

• Pizza Party Contest

The class with the highest percentage attendance for the first month gets a pizza party.

• Individual Prizes

Get donations from ad specialty companies, other local merchants (mugs, folders, pens, calendars, food, etc.)

• Overall Rewards

Teacher takes to lunch, or dinner, students who didn't miss a class.

Research on student retention tells us that the two things that correlate highest with student retention are **a sense of community within the classroom** and the **students seeing that they are making measurable progress in their learning**.



New ESL Ministry Starting in Manassas



We are pleased to welcome our newest ESL ministry in the Manassas area.

Manassas- Saint Thomas UMC will be offering classes beginning in January of 2008. They join our sister churches of Grace UMC and Trinity Episcopal in outreach to the fast-growing immigrant population of Prince William County.

STUDENT HIGHLIGHTS

Student information from Washington Street coordinator Christina Kelley



Oscar Odocez is from Honduras. He has been with us since the spring of 2005. This photo from the Washington Post tells the story. He and two of his brothers (Juan and Daniel) live around the corner from the church above the shoe and

luggage repair shop at which they work. Oscar is a true craftsman, as is evidenced by the handmade boots he wears to class. Among other things he makes shoes for opera productions – for 4 different opera companies in the area. Recently he has been working on a pair of shoes with 18 inch platforms for the Washington Opera. He also has made shoes with toes that curl up for them. He made shoes for Placido Domingo, although he sent the measurements in so Oscar did not get to meet him. He occasionally is given tickets to a production but he finds it hard to enjoy because he does not understand the words. Oscar has been a diligent ESL student and adds much to his class.

Zahra Movahed (we call her by her nickname, Zari) has been with us since the spring of 2006. She's from Iran and lives in Old Town with her husband. A daughter, son-in-law and granddaughter live in the area, as does her mother who is in a retirement home. Another daughter lives in France and they often visit her there. Even though Zari is Muslim, this year they went to Lourdes while visiting. She's a self-employed seamstress. The warmth of her personality makes her a welcome addition to her class.



Bag of Tricks

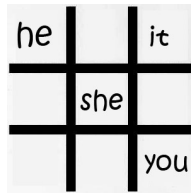
Tic Tac Toe

Here's how to turn a dull, boring worksheet page into a game.

Make a transparency of the worksheet. (If you don't have an overhead projector, copy the sentences unto the board.)

Directions: Substitute the correct subject or object pronoun for the underlined word.

1. The book is on the desk.
2. I live with George and his sister.
3. Mr. Cortez is in the office.
4. John and his brother are in the cafeteria.
5. Mary and I are 25.
6. Bill writes a letter to his son.
7. Alice studies English.
8. I saw you and Gina on the bus.
9. Mom left my brother and me at home.



Have the students draw a Tic Tac Toe grid on their paper. Write the possible answers on the board.

Example: she, he, it, they, we, you, them, him, us

Have the students copy the answers in scrambled order onto their grid.

Pass out paper cups with Honey Nut Cheerios or other item to use as covering chips.

Read each sentence and ask the students to cover the correct answer on their grid. Provide immediate feedback of the correct answer. Allow the students to cover the correct word if they have made an error. *The first person to cover 3 words in a straight line wins.* That person must then uncover each word in the row and read the word. They may eat the Cheerios.

Fish Bowl

Another idea for making a worksheet more fun.

Take any page in your students book that has questions and answers. Duplicate it one time and cut apart the questions and answers. Put them all in a large glass bowl (a florist's glass vase works well.)

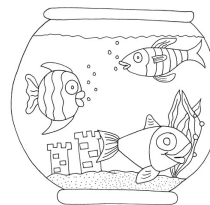
Directions: What does each person need? Match each sentence with an item.

1. She has a headache.
 2. My hair is dirty.
 3. He has a cold.
 4. I'm going to brush my teeth.
 5. I want to wash my hands.
 6. I think my child has a fever.
 7. I just washed my hair.
- A. tissues
 - B. a thermometer
 - C. soap
 - D. a painkiller
 - E. a hair dryer
 - F. shampoo
 - G. toothpaste

Pass around the glass bowl and have everyone draw out a slip of paper (some may need to draw two if the number of students is different from the number of papers.)

Have the person with sentence #1 read their slip. Everyone must listen closely.

Whoever has the answer must stand and read it.



Get the Point

Have your students put down their pencils when you are working in the student book. Just because a blank exists on the page does not mean you have to write on it. Most pages can be done by pointing to the correct answer. This pays big dividends to you and the student.



1. Once you write on a page, it is no longer useful for further practice.
2. By pointing to the correct answer, you can use the page again and again for practice. Do it

once together as a class. Do it again with students working in pairs.

3. Having the students point to the answer, allows you as the teacher to see who is having trouble.
4. Write the answers only when you are certain that everyone will get them all right.
5. Write the answers on a separate sheet of paper if necessary. That way you preserve the reusability of the book.