We are suggesting the use of ESL (English as Second Language) ministry to expand SRC multicultural outreach.

This will allow us to build relationships with international students/immigrants, invite them to attend our services and bible studies, and eventually disciple them.

**Deciding whether ESL Is a useful outreach tool:**

1. We did consider the location of our church and the demographics of the people in the surrounding area.
2. We searched for other ESL programs in the area. This northeast side of town has no classes.
3. Planning on visiting existing programs in our area. Observe the classes and talk with the administrators and teachers.

**How to Start an English as a Second Language (ESL) Outreach Ministry?**

Planning for an ESL Program:

• Church Leadership to Define the Mission:

What is the specific purpose of our program? Reach souls, disciple them,…

• Find Administrative Director

For starting and sustaining the program

Duties might include:

* ordering the curriculum,
* recruiting and training teachers,
* enrolling students,
* maintaining data on students,
* arranging for special guests,
* arranging refreshments,
* making announcements,
* planning parties,
* substituting as a teacher, and
* reporting to the pastor and congregation.

The Administrative Director should NOT serve as a lead teacher if possible.

• Find A Strong Lead Teacher(s)

Find at least one lead teacher per level that can help with curriculum selection, teacher training, classroom methodology, and student placement. It is ideal to find a lead teacher with formal teaching training and experience; however, this is not necessary. If a formally trained teacher is not available, we Can ask our experienced Sunday School teachers. Since these teachers likely know how to plan a lesson, lead a group in various learning exercises, and evaluate whether the audience understands the instruction.

• Recruit a Team of Teachers

Once we have an Administrative Director and a Lead Teacher in place, we begin recruiting other teachers.

We can always start with a small number of teachers and recruit additional teachers as the program grows.

We will start with at least two teachers even if we have only one initial class of students. It would be helpful to have no more than 15 students per class.

Using a team-teaching approach has some significant advantages. First, we will have a built-in substitute if the lead teacher must be gone. Secondly, we will have a helper for small group dialogues and activities. Finally, helpers can make the teachers feel supported and confident about what they are doing.

ESL teachers do not need to be foreign-language speakers to be successful with non-English-speaking students. Since the intent of the ESL classes is to encourage students to use English, it may be beneficial if the teachers speak only English.

• Select A Curriculum

There are many existing ESL curriculums and materials on the market. The curriculum we choose should complement our program's mission.

We should decide whether we want to use strictly Bible-based products, such as bilingual Bible studies, strictly academic language materials, or a combination of both.

Picture dictionaries and themed materials work well for beginning students since they often need to develop a basic English vocabulary.

Intermediate students are often interested in more stringent academic materials that include reading, writing, speaking, and listening exercises.

Advanced students not only want to address reading, writing, speaking, and listening, but also want to perfect their formal English. They often request more intensive grammar, writing, and comprehension exercises since they need these higher-level skills in their jobs or classes.

Many different types of the curriculum can be effective. we need to experiment and see what works with the students.

We found a lot of free online material that we can choose from.

• Decide the Duration of The Classes, which days of the week, and length of every session (weeks)

• Determine Whether We Will Charge fees for the classes.

Charging small fee: can create a small operating budget for the program and will more likely attract students who are serious about attending consistently and will cover basic curriculum and supplies.

Free of charge: We can be certain we are not eliminating anyone simply based on financial resources.

• Build A Budget: we can start an ESL program with very few resources. However, if we plan to sustain an ongoing ministry, it is helpful to build at least a small, long-term budget to meet the inevitable expenses we will incur if we make the decision not to charge.

Expenses will include curriculum, supplies, refreshments, nursery care, certificates, and final party expenses.

• Provide Orientation and Training Opportunities For Teachers. We found a government website that provides free training for ESL teachers.

• Advertise the Classes

Several weeks before your start date, we can advertise the classes to the community in both English and whatever language best represents our targeted students. We will check with local businesses to see if they will allow us to post notices about the classes.

We can also Contact local apartment managers to see if they will put notices in their newsletters to residents.

Check with local libraries to see if they have literature racks where we can put your flyers.

Send notices home with our congregation so they can post them anywhere they have contacts.

Use social media platforms.

• Pre-register Students

select a certain person to register students who call or send an email

 We can get basic student information (name, address, phone number), Then we can follow up with these individuals before the classes start.

Keeping basic pre-registration information can also help us judge approximately how many students to expect in the classes.

Starting ESL Classes:

• Establish Class Levels

Even if we start small, it is wise to have at least two levels of adult classes so we can meet the needs of both beginners and more advanced students.

Three class levels (beginning, intermediate, and advanced) would be ideal.

Class level selection:

We can allow students to self-select classes, or you could administer a basic assessment tool to help us determine student placement.

 If students are uncertain about which level is appropriate, you can ask a few basic assessment questions to help them decide. Some examples are:

Can you understand what I am saying?

How long have you been speaking English?

Have you studied English at school? If so, for how long?

Do you use spoken and/or written English in your job?

What can you tell me about your family?

What can you tell me about this picture [any common scene]?

Students who have never studied English, who don't understand the meaning of simple spoken questions or can't answer you in simple English, should likely start in a beginning class.

Students who have studied English in some type of setting, understand basic questions, and can answer with conversational responses should try the intermediate class.

Students who have studied English in a formal setting, are using both spoken and written English at work or in the community and can communicate readily in response to questions should try the advanced class.

• Plan for Child Care

You may find that many adult students bring their children to class whether you advertise children's classes or not. Thus, we might want to take advantage of this built-in opportunity to minister to the young people by starting children's classes or activities.

children's classes could be academic, but certainly do not have to be.

They might resemble Sunday School.

Nursery care will likely be a necessity as well.

Volunteers could include high school students looking for opportunities to practice their language skills and earn their community service hours in cross-cultural service.

• Consider Transportation Issues

For some students, finding transportation to and from classes consistently may be challenging. We might consider finding volunteer(s) and/or other students who can provide rides if necessary.

• Plan a brief time for announcements and prayer

Start each session with a brief time for opening announcements and prayer, if possible. we want the students to learn more about the ministries of our church, so we invite a church ministry leader to join us and share some brief information in each opening session.

• Distribute a basic Information Sheet

Distribute a basic English/Other language information sheet on the first day of class to acquaint students with the program, basic procedures, and key contact persons. Encourage the students to pass the information sheet to friends, family, and acquaintances that might be interested in attending the classes.

We will likely find that by the second or third week, our program is growing significantly. It's wise to keep a good supply of the information sheets on hand since many students join the program later.

• Maintain Flexibility

The first evening, in particular, may seem a little hectic, so we should not be alarmed if things don't go quite as smoothly as we might have liked.

Students and teachers will soon learn the routines and find creative ways to communicate with one another in spite of language barriers.

Teachers need to realize that they may need to exercise some flexibility in their lesson planning as well.

In an informal academic setting like ESL classes, students may drop out, join late, or miss several sessions and return at a later date. Teachers should keep this in mind as they plan lessons. It is helpful to construct self-contained lessons that do not rely too heavily on previous lessons. Teachers should also be aware of the cultural differences that exist so they do not become frustrated or frustrate students with overly rigid expectations of how the lessons and interactions should proceed.

• Plan Time for Refreshments and Fellowship:

Plan time for students and teachers to snack, fellowship, and get to know one another informally. Eating together is a vital component of building friendships and trust in many cultures. Part of the mission in this type of outreach ministry is

to get to know students on a personal level and learn about their personal and spiritual needs.

As we work with our students, we will realize the intense loneliness and isolation many were feeling, particularly those who left their families behind and came to the United States to study/work.

The refreshment session can become a weekly place to build support frameworks and social bridges. They can be as simple as coffee and cookies. Teachers or members of your congregation might take turns bringing the refreshments.

• Follow the Classes with Teacher Debriefing And Prayer:

After each class session, bring teachers together for a few moments of sharing. They often have many exciting and encouraging things to report. They may have some prayer requests to share as well. This debriefing time allows teachers to support one another, gain ideas from each other, and learn about any important announcements the Administrator Director may need to share. Conclude this debriefing session with a time of prayer for students and the ministry.

• Provide Social Service Information

Know our community resources and be prepared to address basic questions about social services, health care, schooling, and legal matters.

 ESL students new to the United States have many questions and can ask their teachers as soon as they feel comfortable doing so. teachers should be aware of some of the commonly posed questions:

How do I gain citizenship?

How do I enroll my child in school?

How do I obtain a copy of legal paperwork? How do I obtain health care?

Where do I go to register a vehicle?

How do I apply for employment?

We might want to put together a basic fact sheet with contact information for vital social service agencies in our area.

• Plan A Party

Plan a culminating time of fellowship after each ESL cycle. we might try an ethnic potluck. Students are often willing to bring cuisine representative of their own countries. Encourage students to bring their families to this event. We can Let them plan some of the entertainment by sharing songs and games. Give them a completion certificate or some type of small gift to encourage them in their studies. Invite them to pre-register for the next class cycle. The final party is also a wonderful time to celebrate Christmas, Easter, Pentecost or all nations Sunday.

• Provide Continued Discipleship & Mentoring:

It is important that students feel welcomed and supported by church members. We will need to incorporate them into church connect groups.

• Invite Our Congregation to be part of the Ministry.