



Maiden Issue

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ESOL Literary Newsletter Central HS

STUDENTS LAUNCH ESOL LITERARY NEWSLETTER

Central HS English 10 students who are exiting English for Speakers of Other Languages (ESOL) program have launched an ESOL Literary Newsletter with the purpose of sharing their thoughts and perspectives about literary matters. They aim to publish three times within a school year.

With the supervision of their literature teacher, Dr. Lim, they take on the roles of editors and news reporters and choose the topics to be included in the newsletter. The staffers encourage non English 10 ESOL students to submit literary news or concerns, jokes, ESOL department events, opinion

pieces or other worthy reading.

Learners for whom English is a second language have a good perception of how languages work. Their writing problem is not lack of ideas, but how to express concepts and views in English. And, the way they endeavor to solve this problem can at times confuse their readers. Examples are when the ESOL students employ the patterns and the rules of the native language in the articulation of their ideas in English (**poem interesting* instead of *interesting poem*); and when the learners persistently use the patterns and rules they have generalized as the re-

sult of their partial exposure to the English language (**He buyed books*).

Through this Newsletter, students may be motivated to be more interested in writing because they will be excited and proud to see



The staff takes a respite from busy schedules. From left, Muhammad, George, Lisa, Melina, & Emanuel: Center, Essi.

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SOCCKER FALCONS UPDATE

By Sophea Pheav and Fanta Sackor

The Falcons went 10-0, undefeated in the regular season and lost in the regional semi-finals, two games away from the Maryland State Championship. Central will be losing 9 out 11 starting players for next season. The younger players from

this year's team will be expected to step up and fill the void left by graduation. Adding to this will be three players who were academically ineligible, assuming their grades have improved; they will help a great deal next season. There are new

student transfers who have expressed an interest in playing soccer. Coach Karl Cain, who is also the ESOL Department Chair, thinks that they will be good players.

This summer, Coach Cain
SOCCKER CONTINUED ON 3

Special points of interest:

- Shakespeare's "Sonnet 18" and Millay's "Sonnet 30" compared
- Some students narrate their experiences on becoming bilingual
- ESOL students express their creativity through poetry

LITERATURE

tone and theme of "Sonnet 18" and "Sonnet 30" compare By Lisa fan Nyuy

Both William Shakespeare's *Sonnet 18* and Edna St. Vincent Millay's *Sonnet 30* deal with the intensity and fervor of the bond that links them to their beloved.

The tone of *Sonnet 18* is passionate. The persona states that his beloved is beyond summer, for the hot sun reduces summer's beauty "every fair from fair sometime declines," but his beloved beauty stays the same, "thy eternal summer shall not fade."

On the other hand, Millay's *Sonnet 30* sounded indifferent at first, for she stated how love is not important, "Love is not all" and it can not be a source of refuge, "Nor yet a floating spar to men that sink." But, the tone shifts into the expression of her loyalty to love in the last quatrain for she stressed that she would not sell love "for peace" and exchange memories "for food."

The theme that resounds through-

out the lines of *Sonnet 18* is the power of a written poem to immortalize the beauty of the beloved so that as "long as men can breathe" and have eyes, they could read the poem; she will always be alive and her beauty is known. On the other hand, Millay states her personal message about the importance of love in *Sonnet 30*. She believes that though love is not vital and can not protect a person in times of need, she values love above all and would not trade love for survival. ☺

LANGUAGE

ON BECOMING A BILINGUAL By Samuel Gebremariam

To speak and write fluently in two languages is difficult; the road to acquiring this is doubly hard. I was happy to come to America to see my mother, but the excitement dissipated as I struggled to learn the English language. Though I listened carefully to the teacher, I still did not understand the lessons. My classmates laughed at me, which made it hard for me to ask questions. There were times that I wanted to cry and give up. However, I studied a lot of words, stayed after school to get extra help, and told my friends to correct my mistakes. Now, I am good at it.

Here are the memories of some Central students when they were trying to become bilingual.

I was scared to speak English because I thought that people would laugh at my mistakes. But, I tried to learn a lot of words. And, now I am somewhat good in English. —**Kafui Atsome**

It was very hard for me to understand my classmates; they were speaking fast. I was sitting in the back When I went home, I cried .

I tried to translate the words into Spanish to get a better understanding. I was nervous when I could not figure out the meaning, and I was afraid to ask. But, I persevered and though becoming bilingual is difficult, I found it fun and interesting. It gave me a great experience. —**Marjorie Delgadillo**

I used hand gesture and told my friend to correct my mistakes. I consider it a huge victory when I understand someone and be understood. At first, I wanted to give up especially when I could not follow the pace of my teacher's lesson. Lack of knowledge and experience prevented me from learning the language faster. —**Guadalupe Baires**

I felt depressed, but I read more and dreamt that I would understand everything. Now, I feel fortunate because I can speak and under-

stand two languages. —**Marielos Hurtado**

I was disheartened because everybody spoke English. Some of them asked for my name, but I could not understand them. It was hard to learn English, but my English classes helped me a lot. —

Brenda Calderon

It was very hard for me to understand my classmates because Arabic is the opposite of English. They were speaking fast; I was just sitting in the back and figuring out the meaning of everything. When I went home, I cried. But, my mom encouraged me to be the best student in the class. I studied the vocabulary and I stayed after school to get help. Now, I get good grades. This experience taught me that a

POETRY CORNER

BACK AROUND

By Cesar Portillo

One day in May, I found myself astray.
Wondering where I might have to stay.
As I looked quickly around,
There is no one in town,
So I turn around to say good day.

Me as a Bird

By Koffi Agbemable

I fly like a bird around the earth;
Feeling the breeze and the wind
Landing on looking for food;
I fly as a bird.
I peck woods as a woodpecker;
I eat like it, act like it,
Hunt like it
Head like a jackhammer
Drilling holes in dead woods.
I fly like a bird
Gazing into the clear blue sky
And watching other birds fly by.

STANDING CLOSE TO YOU

By Essi Aziakonou

Feeling the heat of your arms
Looking into the brighten eyes of
yours,
Listening to your sweet voice
Standing so close to you.

Everyday I woke up, the first thing
I do is to make sure that
You're standing so close to me.
Standing close to you like a
Butterfly on the top of a red rose.

Standing so close to you make
Me realize how important I am;
Hearing your voice is like
Listening to the music
That whispers the melody of love.

A BEAUTIFUL ANGRY BEAR

By Thierry Demosthenes

My family sometimes call me
A polo bear; still, I have a very
Low self-esteem. It will grow
One day. Most of the time, the
Monster shows.

It is angry toward the world.
No, the good inside him holds the
Madness from his heart;
Searches deeper for the love
To burst out in glory.

My Teacher

By Erick Zuniga

You are so patient with me.
I talk I am loud, but
You have me in your class.
Thank you
For being so considerate.

The good inside
him holds the
Madness from his
heart

ESOL LITERARY NEWSLETTER

NEWSLETTER FROM 1

their work in print; have a marked improvement in their learning for they will strive to display an understanding of the rules of the English language; analyze, and revise their work to enhance its clarity in an attempt to express their ideas in three-to-six paragraph essays; and be provided an opportunity to learn more vocabulary words and exploit their research skills to produce a product worth publishing and sharing with other students. 📖

FALCONS UPDATE

SOCCER FROM 1

will be attending the National Federation of Coaches Academy (NFCA) for a higher soccer coaching certification. The camp teaches how to better coaches. Ysser Touko and Cesar Mejia will attend camp for goalkeepers. Because Coach Cain never played as a goalkeeper during his school years, he feels that the weakest part of his coaching background is training the goalkeepers. 📖

ESOL DEPARTMENT UPDATES

ESOL III students read Harper Lee's *To Kill a Mockingbird*, a Maryland state book of the year.

The book is a required reading for all MD ESOL III students. New ESOL classes, Speech and Drama, are added this year; these are taught by Miss Conrad. Several ESOL classes, Speech and Drama, are added this year; these are taught by Miss Conrad.

ESOL CONTINUE ON 4

EDITORIAL STAFF

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Message from the Editors

ESOL Literary Newsletter is the first publication from this department, and it is designed to reveal the great work of the students such as carefully written essays, poems, reactions among others. Indeed, it is a great privilege that we are given an avenue to show our work and be appreciated for it.

We, the editorial committee, cordially invite you to read our first issue. This is our stepping stone to develop our creativity; thus, we would like to inspire the rest of the students who are struggling to write not to stop putting into written words their interesting ideas. We would gratefully accept all pieces of writing from all students for the next publication.

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CONGRATULATIONS

TO ENGLISH 10 STUDENTS WHO PASSED
ENGLISH 2 FAST 2, 2009-2010, TERM 1 !!!

WE ARE PROUD OF YOU!

FUNNY HUMOR J KE

S-O-C-K-S

by K. Cain

A newly arrived Central HS ESOL I student from El Salvador had to go shopping at Wal-Mart. Unfortunately, the young man spoke no English and the saleslady spoke no Spanish.

The ESOL student asked the saleslady, "*Con permiso señora, donde están sus calcetines?*" The woman, speaking no Spanish replied, "*Calcetines?* I don't understand what you mean." She went to the closest rack and brought back a hat to show the student.

Seeing the hat, the ESOL student replied, "*No señora, quiero calcetines, por favor.*"

Again, the woman speaking no Spanish replied, "Sorry, I don't know what you mean." She went to the next rack and brought back a pair of jeans

The student implored once again, "*No, no señora. Quiero calcetines, por favor.*"

Again, the woman speaking no Spanish replies, "Sorry, I don't know what you are asking for." She went to the third rack over and brought the young man a pair of socks.

Seeing the woman returning, the ESOL student happily exclaimed, "*¡ Eso si qué es ! ¡ Eso si qué es ! Eso si qué es !*"

The woman looked at the ESOL student and said, "If you could spell it, why didn't you do it before I brought you the hat!" 😊

ESOL UPDATES

ESOL FROM 3

Several ESOL students, like the **Desir** sisters, have done well in the area of speech competitions. These subjects provide novel approaches to teaching ESOL.

The seniors' PG Community College ESOL Admissions field trip is on February 25th. Regardless of their college plans, Mr. Cain encourages all former ESOL seniors to attend.

At the annual co-ed intramural soccer tournament, students form their own teams and play against each other. This will be a good opportunity for Coach Cain to evaluate the soccer potential players for the upcoming season.

The upcoming La Union Latina meeting schedule will be announced 😊