**President’s Message**

My Fellow Kappans,

As we begin to wind down our year with school and PDK, I want to thank everyone for all the help they provided to make this another great year for our PDK Chapter. As I write, our Governing Board of officers is preparing for our final events. On April 19th, we will have our Annual Awards Banquet that should be lots of fun and good for our relations with the school systems and with our emeritus colleagues. On May 3rd, we will have our annual Installation Dinner where we will install officers and new members and close out our activities for the year. It has been a pleasure serving as your President this year and your assistance has made this a very productive year. It is great being part of an organization that values quality education and awards those who work diligently to further that ideal. To know that I have had the opportunity to serve an organization of people with such dedication to educational excellence helps me strive to improve my part so that the Chapter can function even more efficiently. I look forward to another great year for the 2007-2008 semesters.

One area we can all help in right away is new membership. Let’s each commit to bringing at least one new person to one of our final events and perhaps encouraging them to join us once they have experienced what we do and our value to education and our community. We want to have our Chapter continue to grow and expand so that we can do more in a larger geographical area. Let’s all help make that happen.

Thanks again for all you do, for PDK, and for education,

Dan Saurino

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**Upcoming Meetings**

- **April 19, 2007**  
  Annual Awards Banquet, UWG Education Center, Room #5, 5:30~7:00 pm
- **May 3, 2007**  
  Annual Installation Dinner
- **June 4-6, 2007**  
  UWG Leaning Festival, UWG Education Center
Teaching English Language Learners: 
Tell Me How... Tell Me Now ...

In the graduate classes I teach leading to ESOL certification, we study, among other topics, issues of language acquisition, student learning and instructional strategies. A role that students take on is that of advocate for the ELLs. They are also interested in mentoring other teachers and sharing the information they have learned about ELLs. To enable them to practice for the roles of mentor and advocate, the following assignment was designed. In the last newsletter, this newsletter, and the next newsletter, we present artifacts that these practicing teachers wrote as a response to the assignment. We hope you find them meaningful, useful and classroom-friendly, as they are meant to be.

Good luck with ELLs in your classes!

For more information contact
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University of West Georgia
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Artifact I

Hi Ms. Zaworski,

Again, let me welcome you to our school and to the profession. I can very much relate to your concerns about having an eighth grade science class with many low achieving students and eight Hispanic students, of whom one is a beginner level English Language Learner (ELL). Indeed, your greatest need will be to “reach” each student and to facilitate his or her learning.

At your request I am sharing with you a few thoughts. Much of what I’m sharing is rooted in SIOP, a model concerned with content based instruction for ELLs; however, this information will be helpful to you as you work with all students. Laying the basis for good teaching.

(1) Getting to know our students and their cultures and letting the students know we genuinely care are critical. Though I realize the pressure we have for performance scores (GPS), I believe the time investment in establishing relationships with our students is vital – otherwise performance scores likely will be realized only marginally. Suggest how she could do this. Perhaps some websites and books.

(2) School is about community. I regularly contact parents, and I encourage them to visit our class. I will be delighted to accompany you as you visit the homes of your Hispanic students. This is wonderful. Makes her feel less lonely and vulnerable. The counselor speaks Spanish and will be pleased to translate any notes for you in Spanish. Makes her feel part of a community. Though at times I express concerns about behavior or performance, the thrust of my parent contacts are about the students’ positive experiences.

(3) Since science is exciting, it’s very easy to get “caught up” in what’s going on and to speak rapidly. Thus, I remind myself taking the onus on yourself, showing yourself as needing to learn, too. Good ploy 😊 to slow down, to use simpler sentences, and to repeat phrases and directions to help all my students, including the ELLs, understand what I am saying.

(4) To meet the needs of students, numerous and various instructional techniques and strategies (gestures, modeling, visuals, demonstrations, linking, etc.) can be employed. Further, we have many tools of which the textbook is one. I use the pictures and headings in the textbook to facilitate teaching and learning, and prior to formally assessing content I always try to implement hands-on activities to which the students can relate. I often use labs written and developed by the AIMS (Activities Integrating Math and Science) Educational Foundation. The Spanish and English editions of the entire set of these books are available in our media center. Website? I let my beginner and intermediate level ELLs have copies of both the Spanish and English versions of the datasheets. Science activities lend themselves very well to working in cooperative groups. Beginner level ELLs can be grouped with ELLs who have proficiency in English; ELLs in their primary language can help each other.

(5) Teaching is a dynamic process concerned with impacting lives. For the process to work, the primary focus must be on the lives we are impacting.

As we discussed, we’ll get together after school each Tuesday to plan and reflect. You bring fresh, new ideas; I certainly look forward to our time together, as we learn from each other.

Sincerely,
Ann Nunan

Artifact II

Dear Fellow Educator,

As a new teacher in our school, you must feel overwhelmed right now by the regular responsibilities of teaching and the additional needs of the ESOL students in your classroom. I have felt the same way. If you are like me, you don’t know where to begin to help these students and have very little training in working with English Language Learners (ELLs). So, I think the greatest
help I can offer you right now are some practical ways to help your students feel comfortable in your classroom and ways to aid them in comprehending your content materials.

Remember as you begin working with your ELLs that they are like any other student in your classroom in many ways. They feel most comfortable with a teacher who cares about them and is interested in them. By showing an interest in their language and culture, you demonstrate an interest in your students. Learning a few phrases in the students’ native languages is an excellent way to begin a personal dialogue. It puts students at ease when the teacher is willing to potentially mispronounce words or speak with an improper accent. Once a personal connection and relationship is established, ELLs, like other students, are much more willing to participate in class activities.

Secondly, it is important to engage students in content related activities that allow them to learn about science while also learning English. Our science materials are not suitable for beginning ELLs, so you must utilize a variety of strategies to make these materials understandable for all students. According to Krashen, a leading authority on teaching English as a second language, students go through stages of development. They begin as silent observers, and continue to develop more and more skills as a natural progression. The most important thing to remember is that they need “clues” to make the language “comprehensible” to them and constant reinforcement. Developing content vocabulary and concepts requires that students see and experience the words in several different ways. For example, they might need to not only define and illustrate words, but also have the opportunity to act them out and discuss with a partner. At times, it might even be appropriate for another student who speaks his or her native language to translate complex terms. Research has shown that students who are proficient in their native language actually learn English more quickly than students who are not. So, we should support the native language whenever possible, even if we do not speak the language. Allowing some communication between students in their native language is beneficial for translator as well as the student who needs the translation.

Please let me know if you need more suggestions or help with a specific student’s needs. I also have several books that I found useful in learning to teach ELLs effectively (the best parts are already highlighted!) that I would be more than happy to share with you.

Sincerely,
Nickey Grandea

UWG Learning Festival
PDK is a sponsor of UWG’s Learning Festival held on the campus of the University of West Georgia June 4-6, 2007. Please visit http://www.westga.edu/~festival for more information and free registration.

Membership
For membership information, please visit PDK international at http://www.pdkintl.org/members/mbrhome.htm or contact Dr. John Ponder at jponder@westga.edu or 678-839-6076.

Chapter Website
For chapter information, please visit http://coe.westga.edu/committees/pdk/.

New Topics & Trends from PDK
PHI DELTA KAPPA International Topics & Trends is published on the PDK website on the 15th of every month from August through May. Be sure to check out each new issue. Please visit www.pdkintl.org.

E-Mail Needed
We need to know your e-mail so that we can inform you of PDK events! Please e-mail Fenqjen Luo at fluo@westga.edu. Thanks.
Annual Awards Banquet
From Rural Roots.... A Centennial Celebration for Outstanding West Georgia Educators

Please join us as Phi Delta Kappa celebrates the University of West Georgia’s 100th year of preparing future educators and recognizes outstanding area educators! Outstanding teachers and administrators in Carroll County, Carrollton City, Douglas County, and Coweta County will be featured award recipients. Looking forward to the next generation, Phi Delta Kappa will also recognize an outstanding future teacher. A buffet dinner will be served, as we honor the past and recognize the great potential for education in West Georgia! The University of West Georgia’s annual graduation convocation ceremony will follow immediately after (in the adjoining room) for those who wish to recognize the outstanding accomplishments of future teachers.

Please RSVP to this invitation, making accept or decline. For additional information, please contact Dr. Allison Nazzal by email-anazzal@westga.edu or by telephone 770-595-8240. We look forward to seeing you April 19th for a special evening of celebration and remembrance!