

ELL

Report Template

1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).

The setting of the field experience took place in the general education classroom.

- b. The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)

I worked with a 9 year old third grade little girl named “Fernandez” who speaks both English and Spanish and her parents speak Spanish and very little English. Fernandez is slightly below grade level in reading and often scores 2’s (highest grade that can be received on the scale is a 3) in writing. Most of her sentences are normally grammatically correct when speaking, however, in writing sometimes there are grammatically incorrect sentences. Math is her strongest subject and she is fair in Science and Social Studies. Fernandez would be considered in the Stage 4: Intermediate Language Proficient level being that she has a fairly higher repertoire of words, can formulate longer and more complex statements, shares thoughts and opinions confidently, and request clarification when needed.

- c. The days and times that you met with the student.

The days that I worked with Fernandez were Monday-Thursday for 45 minutes each day. We worked together for two weeks starting March 18 through March 28. These meetings were in the morning from 8:30-9:15 am.

- d. Ways in which you interacted/engaged with the student (including pedagogical strategies).

One of the general instructional practices I used was teaching vocabulary to Fernandez. While teaching lessons and working with her, I made sure to emphasize key words when giving instructions, showed pictures/flash cards, used real objects and placed them around the room to teach vocabulary for cardinal directions (north, south, east, west), and we both had a little fun with acting out cardinal directions. The acting strategy was her favorite part because she got to move around and was able to choose a friend to interact with when showing her comprehension of direction.

Another strategy I used was activating background knowledge. From my own personal experience, as well as exploring the Iris Center online module on English Language Learners (ELLs), I learned that adding background knowledge supports students with making connections

to new information and helps them better understand concepts. When teachers take time to make connections between the lessons they are teaching and ELL students' backgrounds, they are acknowledging the student's culture and experiences. This in return can result to greater interest in the lessons students are learning. I also learned that activating background knowledge could make learning easier and more meaningful, stimulate interest in the subject matter, and help boost student's motivation.

The final strategy I used was providing opportunities for student to practice. We used smartboard activities and worksheets from *Smart Exchange* and *Super Teacher Worksheets* to engage learning and opportunities for Fernandez to practice. I also used the strategy of encouraging her to discuss what she was learning by allowing her to explain each direction and how she knew that she was correct.

2. Objectives and Assessments

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>The student will learn key vocabulary words such as compass, key, cardinal directions, north, south, east, and west.</i>	<i>(Formative) Student will describe each vocabulary word. Teacher will listen to student and provide constructive feedback as needed.</i>	<i>Yes. Fernandez was able to show her understanding by telling which direction north, south, east, or west goes (up, down, left, right) and also saying that one direction is opposite to another (north is the opposite direction of south).</i>
<i>The student will practice map skills by identifying cardinal directions on a map.</i>	<i>(Formative) Student will show comprehension of objective by pointing out specific locations using cardinal directions on a map. Teacher will observe any strategies student uses to get her answers. Teacher will provide feedback of strengths and weaknesses.</i>	<i>Yes. Fernandez was able to point out specific locations given by teacher. She even quickly self-corrected one of her answers.</i>
<i>The student will show comprehension of map skills by identifying/modeling cardinal directions using an assessment.</i>	<i>(Summative) Student will label cardinal directions on a compass rose and write in the correct direction (fill in the blank) from reading scenarios. The assessment has picture visuals such as a school, park, restaurant etc. Teacher will meet with student to discuss any errors.</i>	<i>Yes. Fernandez correctly labeled the compass rose with N,S,E,W. She was able to successfully fill in each blank with the appropriate direction. She even drew lines from one location (school) to another (park) to help her have a better visual of the direction for each scenario.</i>

3. Resources

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved from <http://www.ncele.gwu.edu/files/uploads/3/EducatingELLsBuildingTeacherCapacityVol1.pdf>

Burnette, J. (1999, November). *Critical behaviors and strategies for teaching culturally diverse students*. ERIC/ OSEP Digest E584. ED435147. Retrieved from <https://files.eric.ed.gov/fulltext/ED435147.pdf>

With this resource, I learned about teacher behaviors and instructional strategies that could be used to assist with student learning. Some examples of teacher behaviors that were helpful are: appreciate and accommodate the similarities and differences among the student's culture, build relationships with the student, and focus on the ways students learn and observe students to identify their task orientations. There were several of instructional strategies shared in the article; however, there were two particular strategies that I found to be beneficial. They include considering students' cultures and language skills when developing learning objectives and instructional activities and communicating expectations. I made it a point to acknowledge the student's culture when preparing objectives to lessons which is why included things that she could relate to. I clearly stated every expectation, observed as well as adapted to the student's style of learning, and made sure to build a relationship by discussing student's interests in and outside of the classroom.

The IRIS Center. (2011). *Teaching English Language Learners: Effective Instructional Practices*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/ell/>

This resource was very beneficial because it allowed me to learn about general instructional practices that can be beneficial to students who are learning to speak English. I was able to take some of the strategies I learned about and implement them into teaching. I used the instructional techniques: activating background knowledge, teaching vocabulary, and providing opportunities for students to practice. By using these techniques, the student was able to have an engaging and authentic learning experience in which she could make real world connections and become successful in learning new content and meeting objectives. I also learned there are five different stages of English language proficiency and was able to identify the stage the ELL student was currently in.