

Kathleen Landolt
4/20/2014
ELL Report
IT 7430
Dr. Goetzel

1. Description

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

The field experience took place in the media center of the high school. There are two sections of the media center that are set up for student computer use and a section in the middle with large tables. We usually set up at one of the large tables with her school-issued laptop. If she did not have her laptop we used a student computer.

- 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)

Jasmine is a freshman in high school. She is 15 years old and moved here from Mexico at the beginning of sixth grade. Her English Proficiency is moderate. She converses in English fluently. She understands most of what I tell her and asks for examples when she doesn't understand something I've said. She sometimes has difficulty explaining something she has just read. Her reading and writing skills are below grade level, but she seems to understand content when it is explained aurally. She is friendly and outgoing and is part of the school's cheerleading team. All of the freshman at the high school received a school issued laptop this year and teachers have started using programs such as BlackBoard to complete and turn in assignments. Jasmine seems pretty comfortable with technology, so we are using it as a tool to improve content knowledge in different subjects.

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

I have been meeting with Jasmine on Tuesday and Thursday mornings from 7:45-8:05 (first warning bell) since February 4th. We were interrupted by weather on February 11th and 13th, but have met every Tuesday and Thursday with the exception of school vacations since then.

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

Although our focus was using technology to help improve Jasmine's understanding of content in her various classes a good deal of our time was actually spent on reading comprehension.

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Jasmine speaks English very well and can read in English, but she does not always understand what she has read. She has an especially hard time answering questions about long reading passages, so I modeled some different strategies that she could use to make this easier such as reading the questions first, identifying and underlining main ideas, and summarizing each paragraph. Jasmine sometimes has trouble determining the directions and/or the meaning of specific questions. We spent some time talking through and rewriting some of these in order to help clarify what was actually being asked. In almost all subject areas it helped Jasmine if I explained something using a real-world example. In many cases she would have her own real-world story to compare to mine. She would then use this prior knowledge to help her make sense of the assignment at hand. We used various online programs such as USATestprep to find appropriate examples to practice her reading comprehension across various content areas.

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. |
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| <i>(Content) The student will investigate the characteristics of quadrilaterals.</i> | <i>(Formative). I will observe and ask questions while the student is working.</i> | <i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i> |
| <i>(Content) The student will identify and explain the meaning of common idioms found in her monologue for drama class.</i> | <i>(Formative) I will ask questions about the meaning of different words and phrases as she reads the monologue aloud in order to help her identify the expressions she does not understand. I will then observe as she researches the meaning of these expressions online and applies her new knowledge to the monologue.</i> | <i>Yes. Jasmine found a great resource at http://www.idiomsite.com that listed many common American idioms and their meanings. She was able to use this to information to go back and better explain the meaning of her monologue.</i> |
| <i>(Content) The student will find scholarly sources for a research paper in her Literature class using Wikipedia as a starting point. (English teachers at the high school will not accept Wikipedia as a resource.)</i> | <i>(Formative) I will observe as she finds important information about her topic on a Wikipedia page and ask her to find the links to the references where the information was originally found. I will also ask her to determine whether the original source was a scholarly journal or book that her Literature teacher would accept as a resource.</i> | <i>Yes, Jasmine was able to find some scholarly journal articles to reference in her paper, but it was difficult for her to tell identify the difference between these and other types of resources.</i> |

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| <p><i>(Content) The student will use USATestprep to improve her understanding of content vocabulary in Biology as she begins her review for the EOCT.</i></p> | <p><i>(Formative) I will observe as she completes review questions and ask her clarifying questions about the directions and the questions themselves to check for understanding.</i> <i>(Summative) I will have her complete some of the practice tests to assess her understanding of the content and we will go over the tests together once completed.</i></p> | <p><i>No, Jasmine has a lot of trouble remembering the specific terms used in Biology. She did improve in determining what the question was asking, but had trouble with the terms, especially in the genetics unit.</i></p> |
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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.

The IRIS Center for Training Enhancements. (2011). *Teaching English Language Learners: Effective Instructional Practices* Retrieved on April 12, 2014 from <http://iris.peabody.vanderbilt.edu/module/ell/#content>

The online module provided by the IRIS Center contained many teaching strategies for use with English Language Learners (ELL). In working with Jasmine I used several of these, such as rewriting instructions, activating prior knowledge and real-world experiences, and modeling.

Roy-Campbell, Z. (2012). *Meeting the Needs of English Learners*. *Journal of Adolescent & Adult Literacy*, 56(3), 186-188.

This article was a great resource for understanding the different types of educational backgrounds that ELLs come from. It helped me to understand that Jasmine's fluency in speaking English could be very different from her reading comprehension and writing skills in English, which turned out to be the case. I was able to use this knowledge to help her with reading comprehension strategies as we explored various online programs.

Ruddell, M. R. (2005). *Teaching Content Reading and Writing*. Hoboken, NJ: John Wiley & Sons, Inc.

This book served as a resource of reading comprehension strategies and has two chapters that specifically address working with ELLs. Chapter 2 of the book describes Second-Language Acquisition and Fluency and Chapter 6 is devoted to Teaching Bilingual/Bicultural Students.

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This book helped me to better understand how students learn a second language and I was able to use some of the strategies described to help Jasmine find the main ideas in longer passages, pull apart questions to determine what is really being asked, and organize information into various types of graphic organizers.