

# 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 for this field experience is an English Language Learner (ELL) high school class. The classroom consists of one teacher and 22 students. The languages represented in the class consist of Portuguese, Spanish, Ethiopian, Vietnamese and Belarusian. The majority of the students in the classroom are Portuguese and Spanish. The equipment in the classroom consists of three pcs and an interactive whiteboard. During my time working with the class, I pulled out several of the students and worked with them either in the classroom or in the media center and computer lab.

- 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 several ELL students, their names have been altered to protect their identity and maintain confidentiality. The first student I had the pleasure of meet and work with was David. He is a 15 years old Portuguese speaking 11<sup>th</sup> grader from Brazil. According to my observation he is very ambitious and thoughtful. Although David is very mannerly, he did call me by my first name several times. I believe this error was due to his lack of English proficiency.

The next student that I worked with was Michele. She is a 16 year old Spanish speaking emigrant from Mexico. She is currently in 11<sup>th</sup> grade, just like David. Michele is still mastering the English language, but has been doing much better than a lot of other students in class. Her emerging mastery is due to the fact that she has been in America longer than many of the other students currently in her ELL group.

The last student that I had the pleasure to worked with was Alex. Alex is from Brazil, just like David and speaks Portuguese. Alex is 15 years old and he is currently in the 10<sup>th</sup> grade. Alex is a recent emigrant to the United States and as such posses a very limited mastery of the English language. Although very pleasant to be around, has a tendency to get extremely frustrated when challenged. Alex will often sincerely apologize when he calms back down.

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

I had the opportunity to meet with the students on the following days;

<b>Day</b>	<b>Time</b>
<b>9/9/16</b>	8:30-9:00
<b>9/23/16</b>	10-10:30
<b>10/4/16</b>	8:30-9:30
<b>10/19/16</b>	8:30-10:00
<b>10/31/16</b>	8:30-11:30

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

On the first day of the lesson we spent a majority of time getting to know each other and describing the purpose of the ELL assignment. It was my intent to get to know the students and build a level of trust between each other. I know that it is difficult to build trust in just 30 minutes, but it is a good first step.

After our initial introduction I meet with the teacher and discussed ways in which I could help the students. I conveyed with the teacher my intent to incorporate technology into her lessons. After our meeting it was determined to meet next with the students in the computer lab. I meet with David, Michele and Alex in the computer lab and taught them the basic programs we will use. I showed the students how to use their cellphones on the network to perform real work. We began by first logging into the network and access the teacher blog along with useful sites. We then used Kahoot and Quizizz to help the students work on language and word comprehension. The students were given shapes and were expected to match them with the word in English. All three enjoyed this lesson a lot and were able perform it with great accuracy.

I participated with David, Michele, Alex and the rest of the class in a whole group instruction. I worked with the students as they read short stories and then answered reading comprehension questions about the stories. The students required clues to help them understand the situations. Although the students understood a lot of the words in each of the stories, they had difficulty understanding the social situations. We discussed the situations and the students were able to continue. In several cases I was able teach the students how to use their smartphones and the Google Translate application to help them get past some of the more difficult parts of the reading. The program allowed them to take a picture of the text and translate it to their native language. Since the school does not require total immersion and focuses more on English as Secondary Language (ESOL) model, I was able to use this feature to great effect. The students were able to use their native language to help them work towards the mastery of the English language.

Due to the fact that the school is on block schedule and the students do not need to transition between the first two periods, I was able to work with my group for more than one block. The students were given the assignment to answer a series of questions about their own life using complete English sentences. For this assignment I the lesson was integrated into a blog, allowing the students to complete it online. They students used the Edublog app called Formidable to enter their responses. Michele, David and Alex were allowed to use computers in the computer lab to enter their responses.

During this lesson we used examples and context clues to explain the different prompts. We discussed sentences structure and I repeated sentences several different ways and I asked them choose the sentences that sounded correct. The students required a lot of examples to complete the assignment and most common mistake was starting a sentence with a conjunction. Alex experienced a great deal of frustration trying to convey his ideas in the English language. Although Alex was not able to write a complex sentences, he was able to complete the entire assignment.

## 2. Objectives and Assessments

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

<b>Objective</b>	<b>Assessment</b>	<b>Was the objective met? Evidence of student learning.</b>
<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>
(Content) The students were able to match pictures with their definition in English.	(Formative) I will observe and use both Kahoot and Quizizz to collect formative student data.	Yes. All three were able to complete the formative assessment and show 80% success rate.

<p>(Content) The students will work on reading comprehension and social interaction in English.</p>	<p>(Formative) I will observe and ask questions as the student complete the assignment book entitled, More True Stories. The assignment was only intended formatives purposes and as such will not be graded.</p>	<p>Yes. All three students were able to complete the entire assignment. Maria was completed first and Alex required additional time to complete. Although all were able to complete the assignment, Alex required additional assistance.</p>
<p>(Content) The students will work on grammar and sentence structure in English.</p>	<p>(Formative &amp; Summative) I observed the students complete the assignment and answered questions. The final assignment will be turned over the teacher for a summative grade.</p>	<p>Yes 2/3. Michele and David were able to complete the assignment with time to spare. Alex was not able to complete the assignment before the end of class. Although the grade was based on the ability to complete the assignment in a class period, the teacher informed me he would receive additional time.</p>

### 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.

As I prepared and conducted my ELL field experience I found several resources that proved to be invaluable. These resources helped to prepare me for what was to come. Each resource helped me to create powerful pedagogical strategies and I aided my ELL students as they worked towards English mastery.

The first ELL-specific resource I used was The IRIS Center Peabody College Vanderbilt University website (IRIS n.d.). This site offered a wealth of information about working in the ELL classroom. This resource offered a wealth of information about working with ELL students. The pedagogical information was extremely informative as I planned for my lessons. The website helped me to understand the importance of using the ESOL model and creating lessons that utilize the students' native language, visual clues when preparing the lesson.

The second ELL-specific resource that I found extremely helpful was the WIDA standards available online. WIDA provided me a wealth of information about integrating ESOL standards into lesson plans. The site offered practice information and resources that really helped me to create a quality lesson. The *2012 AMPLIFICATION OF The English Language Development Standards Booklet* was extremely useful. The booklet was broken down by grade and standard and allowed me to set my level of expectation and give an idea of the different learning levels.

Another article that guided my understanding and helped to inform me about ELL pedagogical strategies is a research study conducted by Eliane Rubenstein-Avila and En Hye Lee (2014) entitled, *Secondary teachers and English language learners (ELLs): attitudes, preparation and implications*. This research study focused on how secondary education ELL students are being served in American schools.

What I found most remarkable about this study was the lack of interest many teachers had towards educating ELL students. According to the study, "While some teachers expressed concern, interest, even enthusiasm about teaching ELLs, others conveyed lukewarm, even deficit-oriented, views" (Rubenstein-Avila and Lee, 2014, p. 189). The lack of interest and involvement stems from a misunderstanding of what ELL students are capable of. As I began my ELL project I made it my primary goal to reach out to my ELL students and make certain that they are recognized as important and valued individuals. The article goes on to state that creating relationships with students is important part of bridging the gap between the languages (2014, p.190).

All three resources proved to be an invaluable asset for preparing me for the ELL field experience. The information within each resource helped to prepare my pedagogy and attitude as I worked along side the ELL students. I found the most valuable knowledge in knowing that each student I worked with had a great deal of knowledge and often they taught me as much as I taught them.

### **Works Cited:**

- IRIS (n.d.) teaching English Language Learners: effective instructional practices. Retrieved November 05, 2016, from <http://iris.peabody.vanderbilt.edu/module/ell/>
- Rubenstein-Avila, E., & Lee, E. H. (2014). Secondary teachers and English language learners (ELLs): attitudes, preparation and implications. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(5), 187-191. doi:10.1080/00098655.2014.910162
- WIDA (n.d.) 2012 AMPLIFICATION OF The English Language Development. Retrieved November 5, 2016, from [https://www.wida.us/get.aspx?id=5402\\_Standards\\_web.pdf](https://www.wida.us/get.aspx?id=5402_Standards_web.pdf)

