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 this field experience is a high school biology classroom. There are three total ELL students in the classroom who speak three different languages (Arabic, Chinese, & Spanish). There is also a special education teacher and 9 special education students. For this particular assignment, I chose to work with the Arabic ELL student as she is the lowest performing ELL student in the class.

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 will be working with "Taco" a 16 year old student in this biology classroom. She was born and raised primarily in Iraq and has minimal experience with the English language. She is between stage 2 and stage 3 in terms of English proficiency. She is incredibly friendly and always walks in with a smile and asks me how my day is. She loves fashion and always dresses very cute and lights up when I compliment her on her adorable outfits. She also loves her family and talks about them a lot and she always brings me little treats that are types of Arabic candy or food. She does struggle both academically and personally though because she has seizures that are often brought on by stress, and her language barrier causes added stress. She does have a 504 plan for this as well.

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

I met with Taco during our lunch (3rd period) for two weeks starting March 21st through April 1st on Monday, Wednesday, & Friday. I also worked with her during our 7th period class for those two weeks, as I'm fortunate enough to have a second teacher in the classroom that period. During our lunch period sessions, we primarily worked on the assessments, as she gets easily embarrassed and hates asking lots of questions during a "whole class" testing environment. Our lunch period activities included, examining live versions of plant tropisms, looking at flower parts in greater detail, examining animal specimens for symmetry, and the summative assessment. During our 7th period class sessions, she would work with her heterogeneous group first, then her and I would individually work on enforcing the content and creating flashcards and the foldable.

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

My interactions with Taco consisted of mainly kinesthetic learning methods. I used physical demonstrations, we observed specimens of plants and animals, and I also helped her create drawings and make flashcards. We also created online flashcards using Quizlet, to help her review vocabulary and definitions from her phone outside of class. In addition, during group class activities, I created heterogeneous groups. Taco's group consisted of her, another high-level ELL student, an average student, and an advanced student. This group really helped her open up as the ELL student is a friend and the average student had some of the same struggles Taco had with the content so she did not feel as bad about herself (which tends to happen when working in the class sometimes).

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.
(Content) The student will investigate the characteristics of quadrilaterals.	*(Formative). I will observe and ask questions while the student is working.*	*Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.*
(Content) The student will identify and give examples of major plant tropisms and responses.	*(Formative) Match flashcards of pictures of plant responses to the term. Match definitions of the tropisms to the pictures.* *(Summative) There were 4 matching questions (2 pictures & 2 definitions) on the unit test regarding plant tropisms and either a picture or a definition needed to be matched.*	*The objective was partially met. On the summative assessment, Taco was able to recognize the pictures on the test and correctly matched the pictures to the vocabulary term (type of tropism). Taco incorrectly answered the questions where she had to match a definition with the vocabulary term (type of tropism).*
(Content) The student will identify and label the major structures (parts) of a flower and be able to give functions of the male and female structures.	*(Formative) Participate in a flower dissection lab and physically examine the parts of a flower. After the lab, sketch a flower and label the major parts based on a word bank of choices.* *(Summative) There was a photo of a flower on the unit test and students had to match 5 plant structures with a word bank of choices.*	*Yes. Taco was able to identify all 5 of the major flower parts on the unit test using the terms from the word bank of choices.*
(Content) The student will classify organisms to the three major types of body symmetry: asymmetry, radial symmetry, & bilateral symmetry.	*(Formative) As bell work (classroom warmup), students were given pictures of different animals and had to label whether each animal had asymmetry, radial symmetry, and bilateral symmetry.* *(Summative) As part of the unit test, students were given a list of animals and had to write what type of symmetry each animal exhibited.*	*The formative objective was met with 100% accuracy, but Taco struggled with the summative assessment. She does very well with visual guides and representations, as exhibited during her formative assessment, but she struggled to answer the questions on the summative assessment correctly. Part of this struggle could also be attributed to confusion regarding common names of the animals and the translation from English to Arabic.*

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.

Plant Tropisms

- *Graphic organizer (foldable) – Taco created a four flap foldable about the four major tropisms. The outside of each flap had a drawing of the tropism and the inside had a definition.*
- *Vocabulary flashcards – I printed pictures of the four major tropisms and wrote the tropism on the back. I also had Taco create flashcards on Quizlet with the definitions on one side and the tropism on the back.*
    - According to Goldenberg (2008), "ELLs need intensive English language development, especially vocabulary…" The flashcards will help Taco review her vocabulary and start to learn English terms at the same time.

Flower Structure

- *Hands-on dissection to examine each flower part – Taco was part of a group dissection of a flower, after the flower dissection, I went through each part of the flower with her individually.*
- *Labeled diagrams – Taco used a labeled diagram of the flower to help her learn and review the parts of the flower.*
    - According to The IRIS Center (2011), "Teachers can help ELLs focus on acquiring new vocabulary by…showing pictures and diagrams…to teach vocabulary."
- *Sketching – I used a personal whiteboard with Taco to practice sketching and labeling the flower parts. We also examined flower photographs online and she practiced labeling the parts of each type of flower.*

Animal Symmetry

- *Vocabulary matching flashcards – I printed photos of various animals and put them on notecards and then typed the types of symmetry on separate notecards. Taco had to match each animal picture notecard with the correct symmetry word from the other notecards. I also created a short video for her which describes each type of symmetry and shows examples. The video also used the drawing feature to physically demonstrate where each type of symmetry would be on each animal.*
    - According to Carrier (2011), "Text cards help students interact with words and their meanings. Teachers can create science text cards by writing statements about science concepts on index cards…Students are given a stack of cards and asked to match a term with its associated photograph."
- *Picture representation – The photos on the flashcards give Taco a great visual representation of the different types of symmetry.*
    - According to Herr (2007), "…They (ELLs) can also interpret pictures, and with minimal linguistic skills…visual literacy, or the ability to evaluate, apply, or create conceptual visual representation, is relatively independent of language, and is therefore invaluable to learning science and English simultaneously."
- *Hands-on learning – I brought out specimens of animals representing each type of symmetry and Taco examined them to apply what she had been learning about symmetry of different animals.*
    - According to The IRIS Center (2011), "teachers can help ELLs focus on acquiring new vocabulary by…showing real objects to teach vocabulary."

References

Carrier, S.J. (2011). Effective strategies for teaching science vocabulary. Retrieved from http://www.learnnc.org/lp/pages/7079?style=print

Goldenberg, C. (2008). Teaching English language learners: What the research says and does not say. *American Educator,* 8-44.

Herr, N. (2007). Strategies for teaching science to English language learners. *The Sourcebook for Teaching Science*. San Francisco, CA: Wiley. Retrieved from https://www.csun.edu/science/ref/language/teaching-ell.html

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