

# English Language Learner Field Experience Report

## By: Tiffany Gibson

### *1. Description*

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
This experience was completed in a classroom in a Title 1 school.
  
- 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 use pseudonyms to protect the identity of the students. I have had the privilege to work with these students for the entire school year so I know a lot about their background and work habits.

Student 1: Ashley is a 9 year old third grader. She is the first person in her family to learn and speak English. She understands and uses conversational English well, but still struggles with academic language. She is unsure of herself and her abilities to answer questions both verbally and written. She works very hard, but is scared to be incorrect.

Student 2: Joselin is an 8 year old third grader. She is the first person in her family to learn and speak English. She understands and uses conversational English with friends, but not with adults unless she has to. She does not understand academic language very well. She is very quiet. With the limited amount of language she does engage in, she does not get many question correct in whole group instruction. She does not raise her hand, she only answers a question if she is called on. She attempts every task that is presented to her.

Student 3: Larry is a 9 year old third grader. His brother, who is just a year older than he is was the first person in his family to speak English. He struggles with both conversational and academic English. His limited English proficiency really shows in many areas including both academic and social interactions. He interacts primarily with students who speak Spanish. His main struggle seems to be with vocabulary acquisition. He does not turn in homework at all. I believe this is because his parents are not able to help him and he cannot understand the language for himself yet.

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

I stated previously that I have worked with these students all year. I am in the classroom with them for three 50 minute segments daily. However, I took my planning time to work on this project.

Monday, March 2, 2015: 1:15-1:45

Tuesday, March 3, 2015: 1:15-1:45

Thursday, March 5, 2015: 1:15-1:45

Friday, March 6, 2015: 1:15-1:45

Monday March 9, 2015 1:15-2:05

Tuesday March 10, 2015 1:15-2:05

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

On Monday, March 2, 2015, the students had previously learned about area and perimeter in their regular Math class. I started by giving a pre-assessment of how much they remembered or to see if there were any misconceptions about area, perimeter or decomposition. As I suspected, there were. Students tend to mix up area and perimeter, which also causes problems finding area by decomposing figures. The average score was 45%. I had made some picture vocabulary cards to relate to area, perimeter and decomposing figures. I then gave each student their own copy to keep and a sheet so they could write a definition in their own words and then draw a picture of area, perimeter, and decomposing a shape to find area.

On Tuesday, March 3, 2015, we began to investigate perimeter using hands on strategies. I had several print outs of 2-D shapes including a square, rectangle, trapezoid, pentagon and octagon. We used standard and non-standard measurement to help students see what perimeter actually is. We discussed the equation for perimeter is to add up all of the sides.

On Thursday, March 5, 2015, we continued investigating. This time we took a closer look at area. We used an app called Geoboard. It can be downloaded at <https://itunes.apple.com/us/app/geoboard-by-math-learning/id519896952>. The students loved it. They really got a clearer picture of area and how to find it. We started by tiling. We counted the number of squares in the figure. Then I related the formula  $A=l \times w$  to area in the hands on model by having the students count the number on the "length" side and then count the number on the "width" side. I further explained that when their teacher had told them to multiply the length times the width to find the area, the students could really see what that actually meant. We discussed that dimensions is another word they could see for length and width.

On Friday, March 6, 2015, we recapped area and perimeter to make sure students had retained the information from the day before. I then showed a picture of two rectangles separated and we found the area of each. Then I showed a pictured of the same two rectangles pushed together. I asked the students if the area of the rectangles had changed. I had the students think about the

question I had posed. Then the students paired (really grouped since there were 3 of them) and talked about their thoughts. Then, I had them share their group thoughts with me. They discovered that if two rectangles are pushed together we can decompose them to find the area of the shape as a whole. I think going about it this way really helped the students get past the intimidating word “decomposing” and it also helped them see that they actually already know how to find the area of the shape. They did still struggle with this on Friday so we will continue with it on Monday.

On Monday, March 9, 2015, we picked up with decomposing shapes to find area. Another obstacle with decomposing shapes is, sometimes you have an unknown side. You will have to add or subtract two of the given sides to find the missing sides. With so many steps many ELL students get confused. I gave them a checklist to help with this process. With the checklist and the geoboard app students were able to build the shapes and then find the area using the checklist that was provided to them. It was still hard for them at times but with repetition the students began to understand the academic language and math problems in ways that I have never seen these students before.

On Tuesday, March 10, 2015, it was assessment day. Have the students learned the content? Can they define area, perimeter, decomposing, dimensions, equation, formula and variable? Can they demonstrate how to find area and perimeter? Can they explain and demonstrate how to decompose a shape? I am pleased to report the summative assessment showed that students had an average of 41% growth from the pre-assessment to the post-assessment. For an overall average of 86%.

## 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.												
<p><i>(Content)</i> The student will investigate area and perimeter.</p>	<p><i>(Formative)</i> I will observe and ask questions while the student is working.</p>	<p><i>Yes. All three students were able to use rulers, unifix cubes and the Geoboard app to investigate both area and perimeter. Using a hands on approach really helped the students see and touch the shapes. It allowed them to break through the language barrier.</i></p>												
<p><i>(Content)</i> The student will explore decomposing figures to find area.</p>	<p><i>(Formative)</i> Think, Pair, Share: Students will think about decomposing figures, then they will pair up, then they will share with me about their conceptions or misconceptions.</p>	<p><i>Yes. The students were able to successfully take the information I had given them and think about it for themselves. They then paired (grouped) up and discussed their individual thoughts about decomposing shapes. Then students Shared with me their discoveries about decomposing figures. Since they had a firm grasp on area already, decomposing was easier for them to figure out. I was truly impressed by using this method.</i></p>												
<p><i>(Language)</i> The student will define area, perimeter, decompose, dimensions, equation, formula, variable</p>	<p><i>(Formative)</i> As students work with each term, I will observe to see if they have formed a working definition of each term.</p>	<p><i>Yes. All three could define area, perimeter, and decompose. Ashley and Larry could also define equation and formula. Jocelin could define variable. Ashley was able to define dimensions.</i> <i>No. Larry could not define dimensions, or variable. Jocelin could not define equation, formula or dimensions. Ashley could not define variable.</i></p>												
<p><i>(Content and Language)</i> The student will show what progress they have made overall.</p>	<p><i>(Summative)</i> The students will re-take the pre-assessment given to them on the first day.</p>	<table border="0"> <thead> <tr> <th></th> <th><i>Pre</i></th> <th><i>Post</i></th> </tr> </thead> <tbody> <tr> <td><i>Ashley</i></td> <td><i>51</i></td> <td><i>92</i></td> </tr> <tr> <td><i>Jocelin</i></td> <td><i>32</i></td> <td><i>80</i></td> </tr> <tr> <td><i>Larry</i></td> <td><i>52</i></td> <td><i>88</i></td> </tr> </tbody> </table>		<i>Pre</i>	<i>Post</i>	<i>Ashley</i>	<i>51</i>	<i>92</i>	<i>Jocelin</i>	<i>32</i>	<i>80</i>	<i>Larry</i>	<i>52</i>	<i>88</i>
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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.

Bongolan, R., & Moir, E. (2005, December 1). Six Key Strategies for Teachers of English-Language Learners. Retrieved February 26, 2015, from <http://suu.edu/ed/fso/resources/esl-six-key-strategies.pdf>

This resource gave me six key strategies to use when teaching English Language Learners. I used five of the six this article talks about. I used vocabulary and language development, guided interaction, metacognition and authentic assessment, explicit instruction and modeling and visuals. Each of these strategies was very helpful in planning and executing this lesson.

Haynes, J. (n.d.). Seven Teaching Strategies for Classroom Teachers of ELLs. Retrieved March 12, 2015, from [http://www.everythingsl.net/in-services/seven\\_teaching\\_strategies\\_clas\\_06140.php](http://www.everythingsl.net/in-services/seven_teaching_strategies_clas_06140.php)

This resource had seven strategies to use when teaching English Language Learners. The author suggests you give time for the students to input the information they are receiving. By speaking slowly and using gestures, students are able to better get the meaning of the information. I also used the strategy “make lessons visual.” By using pictures and drawings to introduce new vocabulary, students are more likely to understand the new vocabulary. The last of the seven I used, was to determine key concepts for the unit and define language and content objectives.

Teaching English Language Learners: Effective Instructional Practices. (n.d.). Retrieved March 12, 2015, from <http://iris.peabody.vanderbilt.edu/module/ell>

This resource had great information about sheltered instruction which is language instruction that is integrated into content-area classes. Students should have time for comprehensible input. The supports I incorporated into my lessons were to speak more slowly, and clearly, to monitor vocabulary, use multimodal techniques, and to simplify syntax. Modifying those few things really helped students better understand the content.