

ELL

Report –Cynthia Reneau

1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).
9th grade ESOL/English 1 classroom, Darlington school international resident students.

- 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)
Jackie Smith, 15, 9th Grade. I would consider Jackie to be a stage IV in English Language Acquisition. She has a good vocabulary level and is able to ask questions if she feels confused or needs clarification. Her receptive language is much better than her expressive language. I see her as almost at the CALP level. She is able to excel in her academic classes with her ESOL class that she takes everyday to increase her understanding.

- c. The days and times that you met with the student.
April 1, 3, 5 8 and 10, 2013. 2nd Period. This time varies depending on the week and rotating academic schedule. 8:30am, 9:20am or 1:40pm. I also met with students during ASA (After school activity) on these days from 3:30-4:30. Total hours - 10

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

I worked with the student to teach her how to use her MacBook to research and write her research paper. I interacted with her on a personal level first to get to know her asking her about her country, Ecuador, and her family life. Some of the strategies I used were:

When explaining different types of research methods I would show the student how to use Microsoft word to help her check for misspelled words. I explained that when she did searches for her topic it was important to make sure that she had her words spelled correctly.

I also explained to her that using translation was ok when she was learning how to speak the language. Providing websites such as Google Translate and Babelfish opened up a new world for her. I showed her how to use it effectively to her benefit.

The MacBook also provides accessibility options for ELL students. We set her MacBook to allow her to switch back from English to Spanish if she was having difficulty understanding. I stressed the importance of trying to stay on English as much as possible to only switch when she was having extreme difficulty.

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>To teach research methods for her research paper and have her understand the concept of searching for information</i></p>	<p><i>I gave instruction on how to use Google, the schools library catalog, libguides and other various research methods. I observed her working and ask questions about her understanding. Her English 1 teacher and I went over all the information she gathered about her research subject to see if she was getting a clear understanding about how to research.</i></p>	<p><i>Yes. Jackie was able to understand how to use certain methods such as the dictionary and translators when she was doing her searches when researching. She successfully did adequate amount of research to get started on her research paper.</i></p>
<p><i>To teach the student how to successfully use Microsoft Word to write her research paper.</i></p>	<p><i>After giving instruction in the basic use of Microsoft word, I observed the student using the software to see if she gained an understanding of how it worked.</i></p>	<p><i>Yes. Jackie was able to successfully use Microsoft Word to write her paper after doing her research.</i></p>
<p><i>To help the student get an understanding of how she can use her MacBook to help her with her English skills. Translation tools and allowing the MacBook to speak to her will help with her English Skills.</i></p>	<p><i>I observed the student using her MacBook to translate different websites to help her learn the language. I also observed her listening to her MacBook read documents and emails that she could not successfully read herself.</i></p>	<p><i>Yes. Jackie became comfortable with using her MacBook and changing the settings to suit her needs. She also learned how to go to different websites to translate things she did not understand. Jackie also successfully used her MacBook to read documents in English that she had trouble reading.</i></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.

Apple Distinguished Educators. (n.d.). Getting Started: Apple Technology for Diverse Learners. *Apple*.

Retrieved April 22, 2013, from <http://www.apple.com/education/docs/L360989C->

[US_L360989C_DiverseLearners_ff_acc.pdf](http://www.apple.com/education/docs/L360989C-DiverseLearners_ff_acc.pdf)

Iris Center. (n.d.). *Welcome to The IRIS Center*. Retrieved April 15, 2013, from

<http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

Roblyer, M., & Doering, A. (n.d.). Top Ten Strategies for Technology in ELL/Foreign Language

Instruction. *Education.com*. Retrieved April 15, 2013, from

www.education.com/reference/article/strategies-technology-ELL-instruction/

The apple article helped me to understand the different methods that I could use to help students of diverse learning. I was able to learn how to incorporate technology into the ESOL classroom giving students a better understanding of how they could use the MacBook to benefit their learning.

The resources of the Iris Center was the most helpful to teach me a good understanding of the methods of teaching English Language Learners. I specifically learned different levels that students may be at in their English learning and how to use visuals to help them. There were many methods on this website that helped me to teach my students successfully. I also learned how to assess student's progress by asking questions and talking to the student in depth about their understanding.

The Roblyer and Doering article taught me different strategies on using technology in the classroom of ELL students. The most important thing I learned was to show visuals and allow them to use different methods with technology to improve their learning. Something as simple as using Microsoft word to allow students check spelling and grammar as they practice writing in the target language can improve their use of the language.