

CASE STUDY

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ALL ABOUT J:

- J is a 10 year old, 4th grade student who moved to the United States from Cuba at the beginning of the school year (August 2022)
- He is a very shy and intelligent student who loves school and his friends
- He lives with his mother, father, and his little brother
- His entire family speaks Spanish as their native language.
- Some of his favorite subjects include:
 - Math
 - Reading
 - PE
- J told me his favorite thing to do on a rainy day is, "watch movies with my family"



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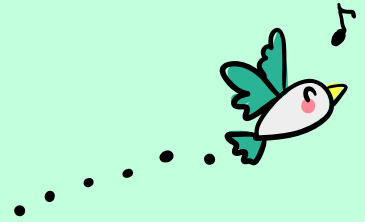
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01

LINGUISTIC ABILITY

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SOLOM RESULTS:

COMPREHENSION:	FLUENCY:	VOCABULARY:	PRONUNCIATION:	GRAMMAR:
5	4	4	5	5
UNDERSTAND EVERYDAY CONVERSATIONS AND NORMAL CLASSROOM DISCUSSIONS.	SPEECH IN EVERYDAY CONVERSATION AND CLASSROOM DISCUSSIONS GENERALLY FLUENT, WITH OCCASIONAL LAPSES WHILE THE STUDENT SEARCHES FOR THE CORRECT MANNER OF EXPRESSION.	OCCASIONALLY USES INAPPROPRIATE TERMS AND/OR MUST REPHRASE IDEAS BECAUSE OF LEXICAL INADEQUACIES.	PRONUNCIATION AND INTONATION APPROXIMATES THAT OF A NATIVE SPEAKER.	GRAMMATICAL USAGE AND WORD ORDER APPROXIMATES THAT OF A NATIVE SPEAKER.

SOLOM RESULTS EXPLAINED:

Comprehension: I scored J a 5/5 due to his interview responses always making sense without the need of translator. At the beginning of the interviews I always gave him the option of having someone translate but he insisted that it wasn't necessary and continues to give through responses that made sense!

Fluency: I scored J a 4/5 because he is nearly fluent in conversation and classroom discussions but based on my field note observations and the interviews I have conducted with him, he is very quiet and thinks through his answers thoroughly before answering to ensure that he is saying everything correctly. His expressions are accurate almost always but when comparing to a native speaker, he speaks less often and less overall.

Vocabulary: I scored J a 4/5 because when speaking to him, I can tell that he re-words his answers in a manner that he knows he is speaking the correct terms rather than trying to use more sophisticated vocabulary. When I asked him what he wanted to be when he grows up he said "medical" at first and I asked him if he meant doctor in which he replied yes!

Pronunciation: I scored J a 5/5 because throughout every interview, every answer in class, and conversations observed with friends, I can understand his English as if I were talking to a native English speaking student. He has a bit of an accent but it does not hinder his ability to speak English clearly.

Grammar: I scored J a 5/5 because in his interviews and in class I have observed that his grammar is that of a normal 4th grade native English speaking student.

#1. INSTRUCTIONAL RECOMMENDATIONS FOR LINGUISTIC ABILITY:

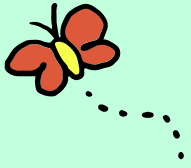


Working on Fluency and Vocabulary:

Since J scored 4/5 on his fluency and vocabulary, these are the beginning focus areas I would recommend starting with to promote getting his linguistic ability to the bridging level: 5.

In the text *Teaching Reading Sourcebook* by Bill Honig (2018), it states "recommendations for planning effective readings instruction for ELLs... focus instruction in reading fluency on vocabulary and increased exposure to print" (pg.18). The text suggest that the best way to increase fluency is through practice (Honig, 2018, pg. 364). Therefore, I would recommend to J's parents that the best way to increase his fluency is to have him read everything all the time. This can be menus, road signs, directions for games, labels for everyday things such as toothpaste, newspapers, and of course as many books as accessible to him. For vocabulary, it is helpful for teachers to point out common target words within the lesson that are similar to a students native language. For example, "archipelago and archipiélago are cognates" (Honig, 2018, pg. 485). These things may seem simple but can help students like J!





02

SOCIAL/CULTURAL SITUATIONS

Slides: 9-10



INTERACTIONS WITHIN THE CLASSROOM SETTING:

WITH CLASSMATES:

-When interacting with classmates during group work, J is very quiet and tends not to contribute yet he knows the answers to the questions.

-During lunch and brain break, J is very talkative with his friends. He has many friends and they all speak Spanish as well!

WITH ADULTS:

-When interacting with adults in the classroom such as his teacher, the para, and I, he is very respectful.

-J does not speak unless spoken to, he is engaged in his learning, and completes every task to the best of his ability. Even though he knows the answers in the lesson, he doesn't raise his hand often to participate.



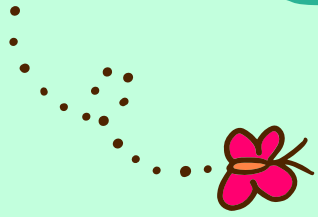
#2. HOW TO BUILD CONFIDENCE THROUGH INCORPORATING CULTURE:

Since J is very quiet and shy during group work and doesn't tend to participate in answering questions even though he knows the answer, these are some social/cultural situations that could be developed within the classroom.

It is important for the teacher in the classroom to get to know the characteristics that J has. I noticed that he was very shy and could have been uncomfortable during the interviews. *Marco Learning* (2019) explains the importance of getting to know an ELL's cultural background (para.18). If I had tried to contact J's parents or had done more research on J's culture, this could have given me more insight as to why I may have been making him feel uncomfortable or it could give me insight on if his body language was typical when he is speaking to an authority figure.



I recommend that his current and future teachers allow J to share his "knowledge about [his] native language and culture" and work on building his "self-confidence by recognizing the contributions [he can] make" (Govoni & Lovell, 2021, pg. 210).



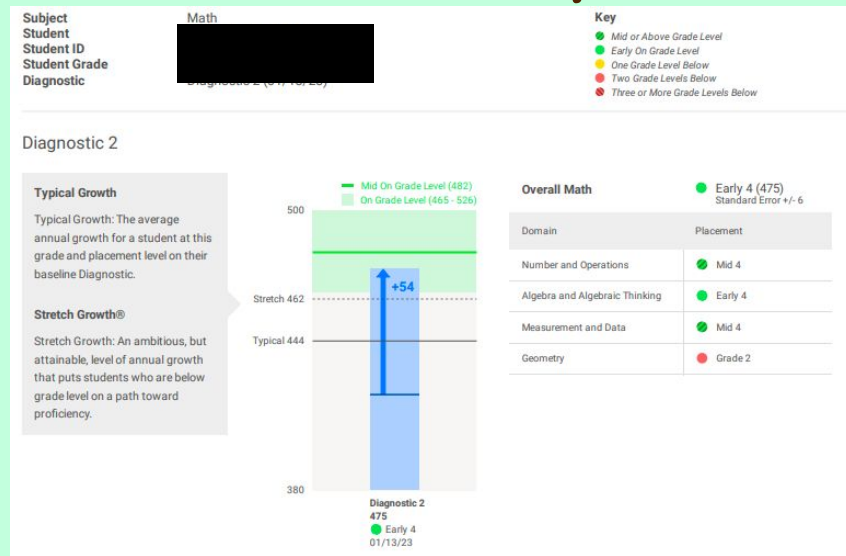
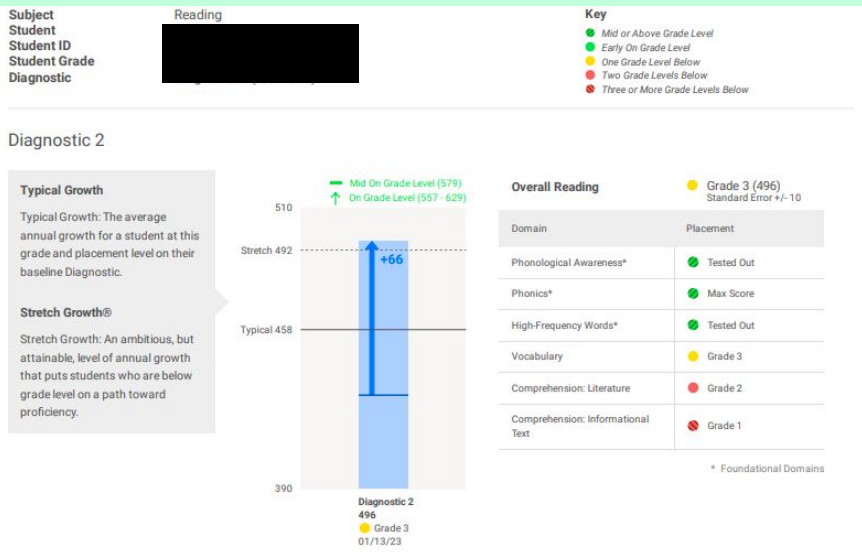
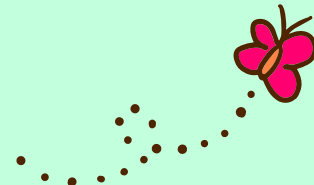
03

ACADEMIC ABILITIES/LEARNING STYLE:

Slides: 12-14



IReady Scores:



In J's school, standardized testing is done through IReady. After talking with his teacher, I discovered that he is given extra time on these exams but they are all in English. That being said, J is testing at about a 3rd grade level in Reading and an early 4th grade level in math. For knowing no English prior to attending this school in August, he has made amazing progress and is testing above many of his native English speaking peers!

LEARNING STYLE/STUDENT PREFERENCES:

During our first interview, I asked J how he thinks he learns best. He stated that he prefers to work alone or in a group. He also stated that worksheets, teacher-led instruction, and pictures and diagrams help him learn best.



Would you rather (you can answer more than one):
Cual de estas opciones preferirias hacer? (Puedes escoger mas de una.)

1. Work alone (Trabajar solo)
2. Work in a group (grupo)
3. Work with one person (con una sola persona)
4. Work with the class (Trabajar en clase)

How do you think you learn best? (you can answer more than one):
Como piensas que aprendes mejor? (Puedes escoger mas de una contestacion)

1. Worksheets (Trabajos en papel)
2. Videos
3. Teacher talking (Escuchando a la maestra hablar)
4. Pictures/diagrams (Dibujos/Fotos)
5. Songs/dances (Canciones/Bailes)
6. With examples (Con Ejemplos)
7. Through showing your art/projects (Dibijando/Pintando)

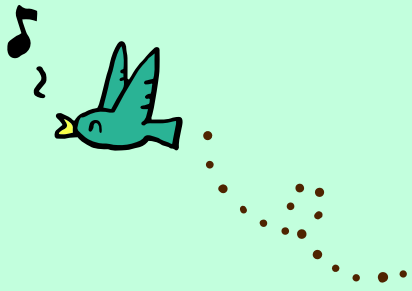
#3. ALTERNATIVE ASSESSMENT

Although J doesn't necessarily test poorly through standardized testing, there are other ways that he could show his understanding that will show off his abilities as well as incorporate his learning preferences.

I would recommend more formative assessments to allow J to show off his learning abilities. This could be shown through acting something out, an exit ticket that allows for corrections, drawing a picture to show understanding, completing a worksheet, etc. I would also recommend his teacher to allow translanguageing when he is working within groups or on his own.

Translanguageing allows students to show what they know in the language they feel most comfortable communicating in. It deepens critical thinking skills because students are using a combination of languages to come up with the best possible answer. By assessing students like J formatively, this would allow for more opportunities for him to expand on his ideas, providing more equity within the classroom.





04

PARENT INVOLVEMENT

Slides: 16-17



WHAT CAN BE DONE AT HOME?:

#1. PRACTICE MAKES PERFECT:

Parents can have J practice reading everything he sees daily in English.



#2. COMMUNICATION WITH TEACHER

After school everyday, J's dad asks how he was in class!

#3. WORKSHEETS/ONLINE RESOURCES:

Parents can complete worksheets with their student and download apps or websites that can help J with his transition to learning English.

#4. PARENT INVOLVEMENT STRATEGIES:

Since J's dad is already very involved in wanting to know how his son did during the day, therefore I think he would love if the teacher had a weekly newsletter so that he would be able to be more involved in his sons learning.

By knowing the stuff his son is learning about, he could have his son try to teach him or his younger brother or mother what he is learning to help his with translating the material from English to Spanish!

I also recommend websites such as WIDA where there are resources with packets that students can take home and do with their family members. I also recommend that parents download apps such as Duolingo where J can learn English with the assistance of images and audio!



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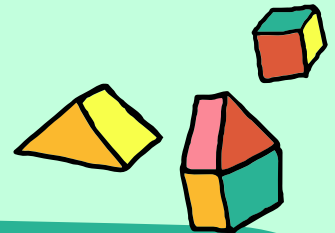
CONCLUSION:

Overall, J is at a really good spot in is language development for only starting to learn English this school year.

This instructional plan consist of:

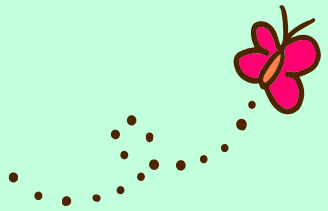
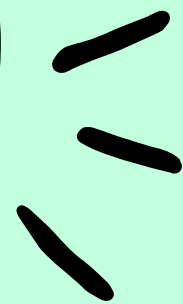
- Fluency and vocabulary recommendations
- How to build self-confidence through incorporation of culture
- The use of translanguaging and benefits of formative assessments
- Weekly newsletters and online resources accessible to parents

With a combination of these things, J will only become a stronger English Language Learner who is able to use his culture and language knowledge to promote his learning experience. By creating an instructional plan for ELLs, it encourages teachers to create an equitable learning environment that is fun for everyone to learn in!





THANK YOU



FIELD REPORTS 1-6 AND ANNOTATED BIBLIOGRAPHY:

https://docs.google.com/document/d/146OVkCL27igYdYoPn0bXsvVMluzni-69Y5_aggDn414/edit?usp=sharing