
(TE892 ESL Classroom
Practice: K 12 Literacy
Instruction)

*Application to
Practice Portfolio:
Reflection Paper*

Xin Wang

Background Information

The subject of this case study is Jing (pseudonym), a 9 years old, third grade student from a public elementary school in New York. She moved to the U.S. ten months ago from China to join her parents, who had immigrated here and worked for three years before. Both parents speak English relatively well but the dominant language in the family is still Mandarin Chinese. Jing has been struggling with academic English in school even though she had some English education before moving to the United States. According to her parents, she already spoke “survival English” and was a diligent student in school, however, she was especially struggling with English writing and speaking. Though I did not know Jing before doing the research, her parents provided me with enough background information to formulate basic lesson plans for our three lessons. Our individual tutoring sessions took place three times in one week for 30 to 40 minutes each. Since Jing struggled with English writing and speaking in her school classes, I focused my first set of three lessons on mainly improving her English writing. In the tutoring lessons, I was able to apply the knowledge I learned from the TE892 course to guide the pre-assessment, lesson plans and post-assessment.

For the three lessons, I applied Differentiated Instruction (Rothenberg & Fisher, p.247) tailored to her specific needs, which required me to apply Sheltered Instruction Observation Protocol (Li & Edwards, p.62) to explain the reading and writing materials. I also implemented Four Keys to Close the Achievement Gap and Principles for Writing Practices with Young ELLs (Li & Edwards, Chapter 5) to assist her with using English for personal expression and academic

needs (Standard G1. S1 - 3), while also providing effective learning strategies to help her to obtain subject matter information in written and spoken form (Standard G2.S2).

In addition to my own knowledge of this student, I did a Writing Interest Inventory for Grade 3 (Writing Attitude Survey, ESL Week 1- Assessment Tools) as well as a written test to evaluate the student's writing interests and skills. I also assessed her using the English Language Development Proficiency Descriptors (Rothenberg & Fisher, p.7-12) and referenced the description of Multiple Intelligences (MI) (Howard Gardner, 1983). The results of the assessment proved that the student was a high level Beginner on the English Language Development Proficiency scale. She was able to ask and answer questions using simple phrases and could retell stories with appropriate gestures, expressions, and illustrative objects (Rothenberg & Fisher, p.7). She had high interpersonal intelligence (MI, Howard Gardner, 1983) and was eager to learn, both independently and with her parents. By providing additional help to Jing, I hoped to increase her English writing skills and interests, and help her to apply what she learned in one aspect of Language Arts to other content areas.

Design of the Case Study

Before we had class, I pre-assessed Jing in two areas: Literacy Fluency and Personality & Individual Learning Style. I asked her two questions to assess whether she could respond to simple questions and to what degree (*Listening and Speaking Comprehension Proficiency*, Rothenberg & Fisher, p. 7-8). I also had her write answers to a question to assess whether she could write simple phrases and sentences following English syntactical order, especially for the order of past tense (*Writing: Organization and Focus Proficiency*, Rothenberg & Fisher, p. 11). I also observed her personality and individual learning style through our interaction. Jing did the assessment

independently, while I provided help as needed. It provided additional data that helped me to identify specific areas of focus in my lesson plans.

The first lesson was intended to guide Jing to identify verbs in a reading and actively make connections with the new information and her previous knowledge (Standard G1, S1 – S3). During the first lesson, I applied Differentiated Instruction (Rothenberg & Fisher, p.247) and Sheltered Instruction Observation Protocol (Echevarria, Vogt, & Short, 2004). We also used the monitoring and clarifying (Li & Edwards, p.92) strategies to help her reading comprehension. The above methods and strategies helped Jing to understand the reading material and identify different verbs in the content (Standard G1, S1-S3).

The second lesson helped Jing to identify verbs, use them in the past tense, and write legible forms of the verb in the perfect and past tense (Standard G2, S2 & S3). During this lesson, I planned to apply Key 3 and Key 4 from “Using the Four Keys to Close the Achievement Gap” (Freeman & Freeman, p.139) and the strategy of Talking about Similarities and Differences between Language Facilitates Metalinguistic Awareness (Li & Edwards, p. 103-122) to help her understand and practice putting both regular and irregular verbs in the past tense (Standard G2, S2 &S3).

The third lesson concentrated on guiding Jing to follow a model given by me to independently write a short paragraph of at least five sentences to describe her own experience (Standard G2, S2 &S3). In order to achieve this goal, I planned to implement Keys 2 from “Using the Four Keys to Close the Achievement Gap” (Freeman & Freeman, p.139) and Principles 1 and 5 from “Principles for Writing Practices with Young ELLs” (Li & Edwards, Chapter 5)” to guide her understanding and writing (Standard G2, S2 &S3). I also planned to replace drills and single-

response exercises with time for writing practice (*Strategies to Teach Writing to English Language Learners*, Rothenberg & Fisher, p. 163).

The post assessment was a brief discussion and the written homework. We discussed which strategies were more engaging and helpful, and could be used again. The written homework as the post-assessment was used as a final piece of data for how Jing's writing abilities had increased through the application of the principles and strategies that aim to improve English Language Learners in writing. In comparing the student methods for writing before and after the use of these strategies, I referenced *English Language Development Proficiency Descriptors: Writing (Writing: Organization and Focus Proficiency*, Rothenberg & Fisher, p. 11). During the post-assessment, I was able to monitor a change in her ability and determine if using the methods helped to increase Jing's learning, while also being able to objectively measure if she made learning progress.

The Pre-Assessment

The assessment included two major aspects: Literacy Fluency and Personality & Individual Learning Style. The below assessments were chosen because Jing's 3rd grade class was learning past tense verbs. As I talked to her parents, I noticed that even though they both spoke fluent English, they did not always use the past tense properly. Thus, I was further interested in this lesson for Jing because I knew she was not getting proper modeling at home. I also provided Sheltered Instructions (SI) by telling her instructions in English and then Chinese when she had difficulty understanding or performing the tasks.

Literacy Fluency: I first assessed Jing's Reading and Speaking comprehension by asking three questions:

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1. Teacher: “What did you do at recess?” Student: “play.” (After I modeled the answer that should be formed by “At recess I...” She answered “At recess I play.”)
2. Teacher: “What did you do last weekend?” Student: “Last weekend, me, mother and father visit father’s friend.”
3. Teacher: “That sounds great! I also visited a friend last weekend. Did you enjoy it?”
Student: “Yes. We have dinner together. I eat ‘jiaozi’ (dumplings). I like ‘jiaozi’ very much. I am happy.”

Based on Jing’s answers, she had the ability to understand simple questions and respond with simple sentences. However, her responses also illustrated that she lacked the ability to use past tense properly. She also lacked the ability to connect different sentences, by using connection words “and” or “because”. Based on the results of this assessment, and according to *English Language Development Proficiency Descriptors* (Rothenberg & Fisher, p. 7-12), the student’s Listening and Speaking Comprehension was first level Intermediate. She could “Ask and answer instructional questions by using simple sentences” (Rothberg & Fisher, p.7).

To assess Jing’s Writing and Reading skills, I gave her a written mini-assignment: What did I do last weekend? The student wrote three sentences. “Last weekend we don’t have school.” “Mother and me go shop.” “I fenish homework” (see Attachment A) According to *English Language Development Proficiency Descriptors* (Rothenberg & Fisher, p.7-12), even though she struggled with spelling, she was able to write simple sentences using key words commonly used in real life, such as “last weekend” (Rothberg & Fisher, p.11). She was also able to write phrases, such as “don’t”, and simple sentences that followed English syntactical order (Rothberg & Fisher, p.11), such as “We don’t have school.” Thus, her writing ability was Beginning level of Writing on the

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aspect of Organization and Focus (*English Language Development Proficiency Descriptors*.

Writing: Organization and Focus).

After she finished the written assessment, I asked her to read aloud what she had written. Jing's reading ability showed that she was able to produce simple vocabulary (single words or very short phrases) and read aloud (*English Language Development Proficiency Descriptors. Reading: Phonemic Awareness, Decoding and Word Recognition, Concepts about Print & Vocabulary and Concept Development*). Therefore, her reading skills: phonemic awareness, decoding and word recognition, concepts about print, vocabulary and concept development were beginner level.

To assess her personality and individual learning style to help me differentiate instruction of our lessons, I observed the student in our conversations during the pre-assessment. I also referenced the description of Multiple Intelligences (MI) (Howard Gardner, 1983). Both demonstrated that the student was an eager and fast learner with interpersonal intelligence.

This pre-assessment provided me with more explicit data about this student's literacy fluency and her individual learning style. Based on the data collected from the assessments and observation, Jing's Listening and Speaking Comprehension was lower Intermediate (Rothenberg & Fisher, *English Language Development Proficiency Descriptors. Listening and Speaking*); her writing was Beginner level on the aspects of Organization and Focus (*English Language Development Proficiency Descriptors. Writings*); her reading skills (phonemic awareness, decoding and word recognition, concepts about print, vocabulary and concept development) were at the beginning level; both the conversation and the pre-assessment demonstrated that the student was an eager and fast learner with high interpersonal intelligence. In talking with Jing's parents, I decided to focus first on improving her writing skills since that was a bigger concern for them in her

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schoolwork. We decided to have class every other day, and each lesson would be held in 30 minutes. The classroom was my apartment, a warm, quiet and clean place that helped her to focus.

The 1st Lesson

To open this lesson, I explained to Jing that we would be collecting action words (verbs) from a short poem. Then I applied Sheltered Instruction Observation Protocol (SIOP®) (Echevarria, Vogt, & Short, 2004) by explaining what the poem was about in the student's native language-Chinese Mandarin. This technique helped me make explicit connections from my curriculum to Jing's cultural and linguistic background (Li & Edwards, p. 63). She seemed very comfortable and confident when I communicated with her in Chinese first and explained our goals. After my explanation, I read the short poem "The Dragon of Grindly Grun" by Shel Silverstein in English first, then gave her a hard copy of the same poem and read with her aloud. In this process I applied the SIOP® model (Echevarria, Vogt, & Short, 2004) as well as the strategy of Monitoring and Clarifying (Li & Edwards, p.93) which helped her to reread and clarify passages that did not make sense. For example, when I observed that she was confused by some phrases, I stopped reading and explained them in Chinese to her, then we reread them. Once she understood, I monitored her while she read aloud to me. When we finished reading, Jing and I went through the poem and highlighted all of the verbs (see Attachment B). It was not an easy task for her, but it did help increase her vocabulary. She highlighted simple verbs first, but was confused by some that were less familiar to her. While she was deciding which words to highlight, I used the Latency strategy by allowing her enough time to think over a question before I assisted her (Rothenberg & Fisher, p.247). I also applied Monitoring and Clarifying strategy (Li & Edwards, p.93) to guide her to master new words, such as "breathe", "toast", and "sight". Jing herself discovered the new action word "toast".

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Student: Teacher, what is “toast”? Teacher: (instead of telling her directly, I drew a picture of a toaster and asked). What is this? Student: Oh, I know! I know! TOASTER! 我的家里就有一个!

(There is one in my home!) Teacher: Great! What is a toaster for? Toaster 用来做什么?

Student: Hum~ Aha! To toast!

Instead of answering her question directly, I applied Differentiated Instruction: High-Level Questioning (Rothenberg & Fisher, p. 230), by asking challenging questions that required her to do more than simply receive the direct answer. The result was great! Jing discovered what “toast” meant by herself, and she was eager to learn more after I gave her a double high-five.

After she highlighted all the verbs (total 9 words), I had her write each word onto a note card. While she was writing, I applied Monitoring and Clarifying strategies (Li & Edwards, p. 93) to ensure that her writing and spelling was correct. Once we finished the note cards, we reviewed the vocabulary together. When she paused for certain words that she forgot how to pronounce, I gave her time to think independently (Rothenberg & Fisher, p. 230) before directly telling her the answer. The student’s “pause” time also provided me an opportunity to apply more effective teaching strategies, such as repetition, making examples and using gestures for the words that she felt were more challenging.

At the end of the first lesson, I asked Jing what she had learned and which part was her favorite. She told me that she had been confused with what a verb was and how to spell correctly, but that our first lesson helped her with that (when she said that, she waved the note cards and smiled). She also really liked the poem and explained in Chinese that the dragon baking story reminded her of Chinese Jiaozi (dumplings). She said that she felt much better because I understood

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her native language. Her statement encouraged me to keep implementing Sheltered Instruction in the next lessons to help connect her previous knowledge, culture and educational background with the new information. I told Jing that I really appreciated her hard work in our class and that she had already made learning progress. Also, she was encouraged to try to find other verbs in her speaking and writing at school or at home.

The first lesson was a great start. The pre-assessment helped me to understand Jing's unique needs which allowed me to differentiate my instruction to better teach her. I applied some sheltered instruction, such as SIOP® (Echevarria, Vogt, & Short, 2004) to break the ice and communicate with her. To help her learn more vocabulary, I applied Latency and Higher-Level Questioning (Rothenberg & Fisher, p. 247) as specific strategies, so that she had deeper impressions of the new knowledge when she had enough time and space to think and learn more independently. I also used Monitoring and Clarifying (Li & Edwards, p. 93) to ensure that Jing achieved the lesson objectives: accurately identify verbs from a reading, write them down correctly (see Attachment C-1). By the end of the lesson, she was able to pronounce, spell and write each verb from the reading material correctly (Standard G1, S1 –S3). Since she showed confidence in achieving the objective goals and the ability to learn more, I encouraged her to discover more verb vocabulary as homework. The first lesson was a great success, and I know that my bilingual Chinese and English speaking helped. While that helped both of us, I also realized that the goal of doing so “is not to maintain or develop the students' native language but to provide access to the language of school (Li & Edwards, p.194).” Therefore, in the next lessons, I decided to try to use less Chinese and use other scaffolding tools, such as pictures or gestures to prevent Jing from relying heavily on her native language in order to learn English.

The 2nd Lesson

The 2nd lesson was intended to help Jing first identify verbs both regular and irregular, use them in past tense, then write legible forms of the verb in the simple past tense (Standard G2, S2, S3). In order to help her achieve these objectives, I used the stack of note cards made from the previous lesson and went through them with her teaching her how to put them in the past tense. In doing this step, I applied “Writing to Learn with Informational Text (Li & Edwards, p. 96)”. The informational text was a list of words and sentence examples I premade for the lesson. Each word was listed in perfect form and past tense form, with sample sentences below. I showed the text then explained that regular verbs should add “ed” for past tense, and irregular verbs should be treated individually because each of them can be different. While I was explaining the English grammar in using past tense, I also compared it with Chinese to discuss the similarities and the differences between the two languages (Li & Edwards, p. 120). Chinese uses “了” to identify past tense, such as “我吃了。” In English, the “ed” followed behind the original form of a verb similar to the Chinese word “了”. Also, in Chinese, people do not always use “了” to identify past tense, and English speaking people do not always add “ed” to identify a verb in a past tense form. After discussing the similarities and differences between the two languages in forming past tense (Li & Edwards, p. 120), Jing identified the regular and irregular verbs from her note cards with me, and then she was encouraged to write the past tense of each verb on the back of the note cards. While she was doing that, I applied Key 1: Engage Students in Challenging, Theme-Based Curriculum to Develop Academic Concepts (Freeman & Freeman, p. 139 – 140) to help her achieve the learning objectives. The main goal in using this key was to provide her with a chance to be engaged with big ideas that

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push her thinking, “just because these (ESL) students can’t speak English well doesn’t mean they can’t think...Challenging students, setting high standards, is a key to helping students success” (Freeman & Freeman, p. 139-140). While I was challenging and pushing her to think more independently, I was also aware that the main point was to provide very clear guidelines to help and guide her so that she would not feel overwhelmed. I helped her step by step to find the verbs, identify the regular and irregular verbs and I monitored her writing them on the note cards. I also provided sheltered instruction, such as Chinese language explanation to help her to understand what she needed to do, so that she felt pressured and challenged, but not overwhelmed. The result was successful: Jing wrote the past tense of each verb on the back of the note cards mainly independently (see Attachment C-2). More importantly, this learning process helped her to create confidence to be an effective and engaged learner (Key 4, Freeman & Freeman, p. 57- 61).

To end the first lesson, I had the student read both sides of the note cards aloud and rewrite the verbs in past tense on a separate paper (Standard G2: S2, S3). As homework, she was encouraged to pay more attention to the use of past tense in writing, reading, speaking and listening. In addition, she was encouraged to choose two verbs and make sentences in the past tense.

In the second lesson, I first applied “Writing to Learn with Informational Text” (Li & Edwards, p. 96) strategy. The informational text was the list of all words and sentence examples I premade for this lesson. Because the student was learning from a clear, focused and organized text, she was able to rehearse her ideas and was much more prepared to share with me (Li & Edwards, p.98). Next, I applied the principle of “Talking to Children about Similarities and Differences between Language Facilitates Metalinguistic Awareness (Li & Edwards, p.120) while I was explaining the English grammar and past tense. By comparing the differences and similarities

between Jing's native language and English, she could further understand the importance of past tense, and identify both regular and irregular forms of English verbs. This strategy can also make the lesson more accessible to different types of learners, such as newly arrived with adequate schooling; newly arrived with limited formal schooling; long term English learners and learners with high-BICS but low-CALP. While we were focusing on learning to write these verbs in past tense correctly, I applied Key 1: Engage Students in Challenging, Theme-Based Curriculum to Develop Academic Concepts (Freeman & Freeman, p.52- 54) to help her achieve the learning objectives. In the process of implementing this strategy, I was aware that the main goal was to provide the student a chance to be engaged with big ideas that push her thinking. Meanwhile, the main technique was to provide very clear guidelines to help guide her so that she would not be overwhelmed. The result was that Jing recognized which verbs were regular and which were not, and also wrote the past tense for each word she had learned, which was a successful accomplishment of the lesson objectives (G2: S2, S3). One improvement I would make to this lesson is to use the Theme-Based Curriculum (Freeman & Freeman, p. 140) to challenge the student to write her own sentences by using the past tense with the action words. This is something I did in the homework assignment, but should have done an example for Jing in our class.

The 3rd Lesson

The 3rd lesson was intended to guide the student to first use the verbs previously learned in past tense, then write legible sentences with these verbs in the present and past tense (Standard G2, S2 & S3). In order to achieve these objectives, I first reviewed the note cards with Jing and checked whether she still remembered the past tense of each action word. She looked at each word in the perfect form, and wrote the past tense successfully. I praised her by applying TESA strategy: Praise

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for the Learning Performance (Los Angeles County Office of Education). According to my lesson plan, after the review, I should have moved on to assign her to write her own short story, (six to ten sentences long), but upon reviewing her Lesson 2 homework, I noticed that she had difficulty organizing single sentences perfectly. Thus, I decided to adjust the lesson plan to fit her specific needs, which in this case, was to help her organize one sentence first instead of a group of sentences at once. I told her that we could write in Chinese, and then in English, and we wrote sentences together. When we were making sentences with the irregular verbs, Jing also gave me other irregular verbs she knew, such as “do”, “sleep” and “eat”. With my help, Jing wrote each sentence with past tense verbs on her note book. This strategy of replacing drills and single-response exercises with time for writing practice (Rothenberg & Fisher, p.163) helped Jing to further understand the necessity of using the past tense verbs and when it is appropriate to do so. As homework, Jing was requested to make a short story book “What did I do last summer” in order to start putting more sentences together and properly using the past tense verbs that we had learned. (see Attachment D)

In reviewing verbs with the student, I applied Praise for the Learning Performance (Fifteen Instructions for Teacher Expectations and Student Achievement: TESA, Los Angeles County Office of Education). When she wrote the verbs correctly, I praised her by saying “Good job!” “Excellent!” Jing seemed very happy and confident after the review. By choosing not to follow my pre-made lesson plan, I applied Differentiated Instruction (Rothenberg & Fisher, p 240) and adjusted the plan, deciding to teach her to organize one sentence at a time. This was beneficial to her because the adjusted lesson plan fit her real and unique learning needs. Meanwhile, to ensure she understood each sentence, she was allowed to write in Chinese first, then in English (Principle 5, Li & Edwards,

p.116- 120). Here is an example of her sentence writing: 昨天 我去了公园。 Yesterday I went park.

To guide her to write a sentence with correct spelling and grammar, I again compared the similarities and differences between Chinese and English and told her that people would say “go park” in Chinese, but “go to park” in English. After Jing understood the differences and similarities of expressing past tense in Chinese and English, she made significant learning progress by making correct sentences. Also, the example sentences that we had from the previous lesson helped her to model what was correct and what was not. This lesson was supposed to be 30 minutes long, but we spent almost 45 minutes. Her written sentences proved that she successfully accomplished the adjusted lesson objectives (Standard G2, S2 &S3). Even though we did not have time to practice writing a group of sentences with a fixed theme, after learning how to organize one sentence at a time in this lesson, she was able to make a group of sentences by the model she had learned. Thus, I assigned her “What did I do last summer” as homework. This theme was aimed to provide the student with opportunities to write about her own experiences to enhance her understanding of the use of past tense in new contexts (Principle 1, Li & Edwards, p. 104 – 108).

Because Jing achieved the objective goals of the previous two lessons, and was eager to learn more, I planned the 3rd lesson with an ambitious goal: to guide the student to write a short story. The earlier lessons focused on writing words and phrases correctly, and though they built a great foundation for making sentences later, the fact that asking her to immediately make a group of sentences was too much. Also, even though Jing showed her diligence and eagerness to learn, and improved with each lesson, her written ability in the pre-test was in the beginning level of Writing on the aspect of Organization and Focus (*English Language Development Proficiency Descriptors Writings*, Rothenberg & Fisher, p.11). Asking her to jump to the Intermediate level, “Follow a

model given by the teacher to independently write a short paragraph of at least four sentences

(English Language Development Proficiency Descriptors Writings, Rothenberg & Fisher, p. 11)”

was unrealistic. Thus, differentiated instruction helped me to adjust the lesson plan to match her real needs, and guided her to succeed.

The Post Assessment

Since the lessons concentrated on Jing’s writing and use of past-tense verbs, the formal assessment compared the pre-assessment writings with the final booklet that was assigned as homework (see Attachment D). In comparison, the post-assessment work was significantly improved because she was able to write simple sentences about an event independently, also develop a central idea and consistently use the standard English grammatical form (past tense) even though she still made some errors on spelling (Writing: Organization and Focus, English Language Development Proficiency Descriptors, Rothenberg & Fisher, p. 11). Therefore, according to English Language Development Proficiency Descriptors (Rothenberg Fisher, p. 11) Jing is now writing at an Intermediate level. We also discussed how she felt about the lessons and what she learned from them. Jing said that she really enjoyed them and that her teacher at school has noticed some changes in her written work. I asked her how she thought learning past-tense verbs would help her in her other subjects and she said that it would help a lot when they learn about the Greeks in Social Studies because they are “old people”. I also asked her if she would feel comfortable using any of the strategies we have used in our lessons, such as the note cards or writing in Chinese first and then translating into English. Jing said that she would definitely use that idea in her other classes to help her remember and study words and even numbers. She also said that she would try to write in Chinese first and then translate into English when she didn’t understand what she wanted to say. In

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speaking with the parents, they were satisfied and have noticed an improvement in her conversational English. They said that her confidence seems to have increased and that Jing told them she was really happy to work with me because I “tell her when she is good” (Praise for the Learning Performance, Figure 8.3, Rothenberg & Fisher p. 230). They have asked me to continue tutoring Jing.

Final Thoughts

Before teaching Jing, I was a little nervous about how to teach her because I haven’t had a lot of experience working with ELL students. I did a lot of research and wrote very detailed lesson plans, which was a big help. I also feel that they went well and I was able to differentiate the instruction to accommodate her skills while still meeting the lesson objectives. These lessons provide opportunities for flexibility based on the student’s level of English as well as her true needs. In lesson three, I found that my original plan would not work with Jing at that time because she was still struggling with the previous lesson’s homework. Having a concrete plan was beneficial, but having the ability to gear the lesson to the student was invaluable. Another thing that was helpful in these sessions was my personal relationship with Jing. Because Jing realized that I have taken personal interest and cares about her, she was more willing to interact and share her “funds of knowledge” with me (Interactions that Facilitate Student Achievement, Rothenberg & Fisher, p. 234).

This set of lesson plans can also be applied to larger groups of ELL students as long as the teacher is able to make sure that each student has an equal opportunity to respond and that each student has access to individual help (TESA, Los Angeles County Office of Education, Rothenberg & Fisher, p. 230). While I planned and conducted the lessons, I also thought of how I would make

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the lessons more accessible to different types of learners. Jing is an ELL student who was newly arrived with adequate schooling. To the students who are newly arrived with limited formal schooling and long term English learners, this set of lesson plans can also be accessible as well to as learners with high-BICS but low-CALP ability. The strategies employed in the lessons can translate other subjects being taught as well. For example, students can use the note cards to write nouns, other words or write sentences using them.

There are two improvements I would make to these lessons. The first is that I would have the lessons be 45 minutes long in order to address more thoroughly the past tense, especially the irregular verbs (Our lessons were only 30 minutes because Jing had other after school activities to do.) Secondly, I notice that I may have relied too heavily on speaking Chinese with Jing in order to explain things better. While scaffolding allowed Jing to complete tasks that she could not otherwise do on her own, I worry that in this particular lesson set, speaking in Chinese may have made Jing too reliant on that. Next time, I will try speaking less Chinese earlier on and use other scaffolding instruction such as modeling and schema-building (Rothenberg & Fisher, p. 191), so that “as the students become more capable, they can provide the support they need on their own (Rothenberg & Fisher, p.188).”

This was a wonderful opportunity for me to work with an ELL student and develop my lesson plans. Since I haven't had much experience teaching ELLs, I really appreciate the chance to work with Jing, who was an eager learner, and to apply the strategies that I have learned into my actual teaching practice.

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