

# ELL Report Template

## 1. Description

- a. This field experience was held during morning tutoring sessions from 7:50-8:20, mostly on Mondays and Thursdays.
  
  
  
  
  
  
  
  
  
  
- b. Albert is 16 years old in the 10<sup>th</sup> grade. His English level proficiency is intermediate-high. Albert has been in the United States since 2019. He is about to be transitioned out of the ELL program and all his teachers are providing feedback on his progress. He is very social and makes friends easily, he also plays for the JV soccer team at the school.

Monday February 22
Thursday February 25
Monday March 1
Thursday March 4
Monday March 22

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

I started with basic interpersonal communication skills. The student is very social so speaking to his interest was the breaking of the ice. The student is in the intermediate level, he has problems with pronunciation and vocabulary. So we decided to download the app BUSUU to incorporate elements of technology into his every day learning. We started by downloading the app in the computer assigned to the student and his personal phone. He is very interested in technology and games so the app can become a learning tool that is like a game. The lessons on the app are very interpersonal communication oriented and this is a skill that the student needs to develop in his language acquisition tasks.

## 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.
<i>The student will develop his interpersonal communication skills, vocabulary skills and pronunciation.</i>	<i>I will communicate with the student in the target language and model communication practices. We will use the app for vocabulary assessments and pronunciation practice.</i>	<i>Yes. The student is very intuitive, and the app helps him with his communication skills as well as his vocabulary practice.</i>
<i>The student to improve in classroom participation by improving his communication skills and pronunciation.</i>	<i>I communicated with the student that we will be putting in practice the skills that we studied during the tutoring sessions in the class.</i>	<i>Yes, his participation level rose, based on my observations.</i>

### **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.

Three of the ELL-specific strategies I used were teaching vocabulary, with the vocabulary practice, the student feels more comfortable in common situations. I also provided a chance for practice of interpersonal communication and pronunciation. I also used differentiated instruction to target his specific interest and level of acquisition.

I allowed time for practice, the IRIS Center research shows that providing time for the student to practice either in class or on their own is crucial for language acquisition.

I measured the performance with the app assessments. The app Busuu has its own form of assessments. We used those formats embedded into the app, and also face to face assessment to ensure success.

The IRIS Center. Retrieved from: <https://iris.peabody.vanderbilt.edu/module/ell/>