

ELL (English Language Learner) Case Study

Student's Name

Institutional Affiliation

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Introduction

Student A is an English Language Learner (ELL) at Citrus Spring Elementary. The student, who is 11 years old, is in the 5th grade. As a citizen of the United States where there are other languages, the student's primary language is English. The literacy level of the student is low. The reason for this is that the student is at the first grade level of learning the English language, but struggles with phonics. The parents' literacy level is low because while they are Mexicans living in the United States, they have not learned the English language properly. The student likes football and anything that is related to sports. The favorite foods include rice, enchiladas, and anything spicy, especially Mexican foods. The foods are not only the favorite for the student, holidays including New Year's Day, Independence Day, and Day of the Dead are favorite.

Language and Assessment Data

The language data of the ELL student is illustrated by Florida Standards Assessment data: "The Florida Standards Assessment in the English Language Arts (ELA) and Mathematics relating to the Florida Standards" (Florida Standards Assessment, 2018, p.2; Fredrick & McShane, 2014, p.41).

The first data of the ELL concerns reading. In this data, the student is supposed to be able to learn the English language by reading the English material. When the student performance is high, the student is regarded as performing well while the opposite is regarded as performing poorly. The student performed poorly because of Grade D in reading the English language. The observation that was made using Student Oral Language Observation Matrix concerning this poor Grade D was a lack of understanding of the written and oral English language (Dennis et

al., 2018). The student was not able to write a simple story in English with proper grammar. In addition, the student was not able to read the English words properly and, therefore, the ended up with a Grade D.

The second data of the ELL concerns Mathematics. In this data, the student is supposed to be able to learn Mathematics by understanding the algebraic material. Similar to the English language, higher performance in Mathematics through the use of English language is regarded as better performance while lower performance is regarded as poor performance. The student performed well by getting Grade B in algebra. The observation that was made using the Student Written Language Observation Matrix concerning this Grade B in algebra was due to the better use of the English language to perform Mathematical calculations (Tompkins, Campbell, & Smith, 2014). The student was able to do mathematical calculations by using the English language. Additionally, the student was able to calculate problems such as addition and subtraction and, therefore, ended up getting Grade B.

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Addressing the Core Value of the Community as it Relates to the Teaching of ELL in the Elementary School

Saint Leo University is a Christian learning institution that is defined by its core values. They include excellence, community, respect, personal development, responsible stewardship,

and integrity. With respect to the community, it states that: "Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve" (Saint Leo University, 2019). According to Draper (2014), the focus on the community is essential because it reveals how the university puts a lot of emphasis on working together to help those who live in the community.

In relation to the teaching of ELL in elementary school, the community core value is essential when teaching the 5th-grade students due to a number of reasons. The first reason is teaching ELL to elementary students. As a teacher, developing hospitable Christian learning communities in the elementary school helps the students to learn in a friendly environment that puts their needs above every other thing. The second reason is school placement. As a teacher, fostering the spirit of belonging helps the placement of elementary students in the right learning group. The second reason is cooperating teacher. As a teacher, creating socially responsible environments in the elementary school increases cooperation between teachers that help the students get the best from them. These reasons are summarized by Johnson (2016), who believes that community core values are important in teaching students in elementary schools.

Conclusion

The 11-year-old student A at Citrus Spring Elementary has been able to perform poorly in ELL. The student got Grade D in reading using the English language. The observation showed that the student lacked the understanding of the written and oral English language. One of the reasons for this poor performance is the fact that the parents are from Mexico. English for them is a second language and, therefore, it is possible that the student has not been able to learn

English properly, especially the spoken language. However, the student got a Grade B in mathematics because of the understanding of using the English language to do mathematical calculations. Through the direction of the teacher from Saint Leo University, it is possible that the student will improve in reading the English language.

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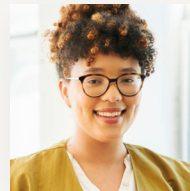
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