Final Presentation

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Part ONE: Information of ELL

Age: 7

Grade level: 1st Grade

First Language: Urdu

Origin of family: Pakistan

Current Country of living: America

Introduction

-Mother and Father born in Pakistan, Maleeha born in America.

-Speaks Urdu at home and English at school.

-Definitely a higher level ELL; is able to carry out a conversation. Is capable of getting her opinion/voice across both verbally and with her written work.

-Still has areas in which need to be improved (certain consonant sounds and consonant blends).

Urdu

خ ح چ ج ث ٹ ت پ ب ا
خे — बड़ी हे — चे — जीम — से — टे — ते — पे — बे — अलिफ़
khe — baɖi he — che — jīm — se — ṭe — te — pe — be — alif

ض ص ص ش س ژ ز ڑ ر ذ ڈ د
ज़ुआद — सुआद — शीन — सीन — ्ये — ज़े — ड़े — रे — ज़ाल — डाल — दाल
zu'ād — su'ād — šīn — sīn — zhe — zay — arre — re — zāl — ḍāl — dāl

گ ک ق ف غ ع ظ ط
गाफ़ — काफ़ — क़ाफ़ — फ़े — ग़ैन — ऐन — ज़ो — तो
gāf — kāf — qāf — fe — ghain — 'ain — zo — to

ے ی ء ه ہ و ن م ل
बड़ी य — छोटी ये — हमज़ा — दो चश्मी हे — छोटी हे — वाओ — नून — मीम — लाम
baɖī ye — choṭī ye — hamzā — do chaśmī he — choṭī he — vā'o — nūn — mīm — lām

٠ ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩
0 1 2 3 4 5 6 7 8 9

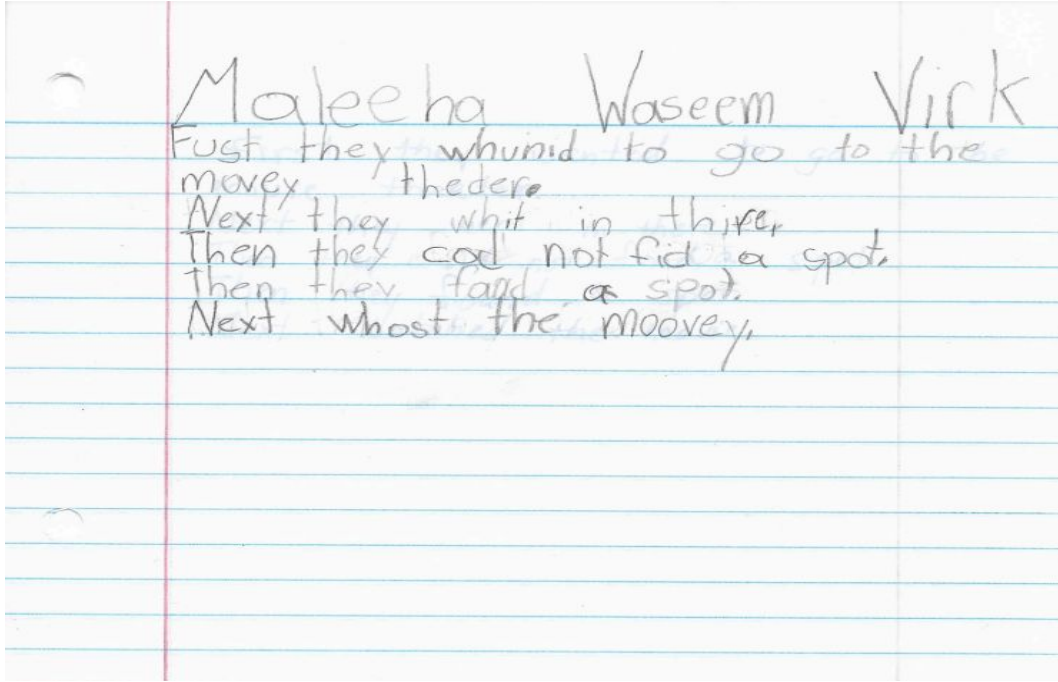-Urdu has 39 letters and 13 extra characters (52 all together).
-Written right to left.
-Closely related to Arabic and Persian.
-Although certain sounds in Urdu can't be pronounced in English, there is no sound in English that can't be represented by Urdu letters.

-Difficult letters: D, P, T, F, V/W, R/L

Written Response

Maleeha Waseem Virk
Fust they whunid to go to the
movey thedere.
Next they whit in thire.
Then they cod not fid a spot.
then they fand a spot.
Next whost the moovey.

-Knows her letters/letter sounds.

-Tries to sound out the words as best as she can.

-Reader is able to understand, student able to get message across.

-Includes basic understanding of what happened.

-Could use more detail

Part TWO: Language Learner Analysis

Breakdown of this section:

Focusing on the BIG Ideas

➔ Phonological Analysis
➔ Grammar & Vocabulary
➔ Conversational Competence

Phonological Analysis

➔ The student-produced many errors during the interview.

➔ The absence of the /R/ sound was consistent and proved to be the most prominent of errors.

➔ This absence of the /R/ sound was due to several reasons.

◆ First, the student has a hard time making the distinction between /r/ and the /l/ sounds of English.

◆ In replacement of /r/ the student consistently disregards the /r/ sound. This may be sure of the inability to pronounce /r/ correctly. This sound is produced when the tongue curls back slightly to the back of the mouth. This is known as the retroflex consonant. Therefore, it can be inferred that the student is having difficulty with the retroflex consonant.

Assisting with this difficulty

In order to assist the student with the retroflex consonant pronunciation technique, a teacher could provide a few references and resources for the students.

➔ The teacher could model the technique themselves and walk the students through the steps needed to make the pronunciation.

➔ The teacher could also provide the student with online resources that they will be able to access their homes that model and scaffold the steps needed to make the pronunciation. These online resources can include starfall.com which is an online website that offers free reading curriculums for early ELLs.

➔ The teacher could provide a list of words that the student could reference that are example words that the retroflex consonant is needed. This list can include the words corn, earn, morning, road, red, party and thirty.

Grammar & Vocabulary

➔ **Sentence Structure**

In the student's language, there is not a need to form a sentence with a verb, subject or object. This holds true as the student does not always use these elements in her English sentence structure. For example:

➔ In response to a question about the birthplace of her father the student responds simply "Pakistan" as the entire sentence response. This sentence includes a place. However, it does not include other important elements that are needed in an English sentence.

➔ The student replies "Um. My favorite holiday is Pakistan." This is a poor sentence structure as the student is describing a holiday as a place. Obviously, this was an honest mistake made by this English language learner but this does prove to be a poorly structured sentence.

Grammar & Vocabulary

The student is able to produce complex sentences when needed.

➔ "It's where I live and there's a lot of kees [kiys] in there. And there are some fidget spinners, like when I come (hesitation)." The student is able to properly produce this complex sentence which includes an object and topic.

There are examples of poor sentence structure where the student simply answers a question but does not provide the proper sentence structure when doing so.

➔ For example, "Sometimes. We celebrate. One time they celebrate birthdays in Pakistan and sometimes celebrate birthdays in America." This sentence is unclear as to who this "They" is which leaves room for confusion.

Grammar & Vocabulary

Tenses and Pronouns

➔ In the students speaking verb, tenses are generally used appropriately.

➔ The sentence "it's like when we have birthdays you get to stay up late and we get to spend time with our family. And we get to eat cake. And we and we get to invite [ɪnvay] some people."

➔ Although this sentence does include grammatical errors there is still the proper use of tenses. The student refers to something that already happened using past tenses. This was completely appropriate to speak in this manner. The student is also able to properly use pronouns as she states "I don't know where she goes." This refers to a female and using the proper pronoun of she to refer to this female of the topic in a sentence.

Grammar & Vocabulary

Articles, Prepositions, Particles, Modals

Articles are words that you use with nouns. An article determines the noun. The articles in the English language are the, a, an. The student does use articles in her speaking.

➔ For example, "I don't know the words."

Prepositions are words that express a relation.

➔ "My two cousins and all of the rest of the kids were born in America." This sentence allows us to understand the student has put a relationship between herself and her cousins, this is evident from the word "in".

Grammar & Vocabulary

The student uses mostly words falling into the first 1000 words of the English language. These words consist mostly of simple, straightforward words. The student does indeed also use several words from the second 1000 commonly used words of the English language which shows more growth within the language and ability to have more than just a simple conversation. She is also able to use a few complex words which show even more advancement within the language. Finally, she does use several off-list words which are nonsense words oftentimes.

	Families	Types	Tokens	Percent
K1 Words (1-1000):	162	205	1123	75.72%
Function:	...	...	(763)	(51.45%)
Content:	...	...	(360)	(24.28%)
> Anglo-Sax	...	...	(254)	(17.13%)
K2 Words (1001-2000):	30	35	110	7.42%
> Anglo-Sax	...	...	(47)	(3.17%)
1k+2k			...	(83.14%)
AWL Words:	2	2	4	0.27%
> Anglo-Sax	...	...	()	(0.00%)
Off-List Words:	?	118	246	16.59%
	194+?	359	1483	100%

Current profile

%	Cumul.
75.72	75.72
7.42	83.14
0.27	83.41
16.59	100.00

Words in text (tokens):	1483
Different words (types):	359
Type-token ratio:	0.24
Tokens per type:	4.13
Lex density (content words/total)	0.49

Pertaining to onlist only

Tokens:	1237
Types:	242
Families:	194
Tokens per family:	6.38
Types per family:	1.25
Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens)	%
Greco-Lat/Fr-Cognate Index: (inverse of above)	%

Grammar & Vocabulary Teaching Strategies

Vocabulary teaching strategies tie into phonics and phonological awareness skill teachings. Often, students will need simple 1st-grade vocabulary skills teachings.

➔ Provide these students with books that are grade-appropriate but also that have pictures so that the students can begin to connect words with pictures in English, This will allow the students to best begin linking words and meanings with assistance from the pictures.

➔ Students should be given weekly focus words and throughout the week they will be able to interact with those words, learning and using the meaning of the words, spelling the words out and making sentences that use the words. This will increase comprehension of the words and provide linking opportunities for the students.

Conversational Competence

Speech Acts - are the socially acceptable language used in situations such as request, offer, invitation, suggestion, apology, refusal among other language situations. The student provides a vibrant conversational experience for the interviewer. Through the use of smooth speaking transitions, channel opening speaks acts for her age and English experience.

➔ For example, the student is able to properly respond to a question about how she is doing and is able to give thanks to the person asking the question, "Hello, Maleeha. How are you?" "Good, thank you." replied the student.

The student is also able to use **interactional talk** to interact with the interviewer and the student is also able to use bracket signals in her conversations.

➔ For example, she replies "Well only there's" using the bracket signal word well at the beginning of her response. Finally, the word "Umm" as a background signal when she is constructing a response in her mind.

Conversational Competence

Goffman's communication theory systems are all in place. The student uses proper channeling stating "Hello" at the beginning of the conversation.

➔ The student uses backchanneling signals as well, stating "Um" several times as fillers in the midst of her constructing a sentence in her mind.

➔ The student uses turnover signals appropriately in the conversation, stating "Well" at the beginning of a sentence. The student is also able to open the conversation with a "Hello, thank you." greetings.

➔ The student does fail to make self-corrections during the conversation, comprehension management is an area of needed skill increase within this English language learner.

➔ There was not a moment in the transcription that the student did not comprehend what the interviewer was saying, which presents an absence of Acoustically adequate and interpretable messages.

Conversational Competence

GRICE'S MAXIMS

Four areas of concentration. These areas include: maxim of quality, maxim of quantity, maxim of relation, and maxim of manner.

➔ Quality, the overall quality of conversation is being observed; the information being given is truthful and supported by evidence. Being that most of the questions being asked were based from her perspective, Maleeha did a great job sharing her opinion and sharing her truth while backing it up with further information (evidence).

➔ Quantity, that refers to the amount of vital information given throughout the conversation. There has to be that ideal middle; not too much, not too little. Maleeha could have said a simple "yes" or "no," but rather extended her answer to add information. However, it was not excessive which shows she observed this maxim quite well.

Conversational Competence

GRICE'S MAXIMS

Four areas of concentration. These areas include: maxim of quality, maxim of quantity, maxim of relation, and maxim of manner.

➔ Relation, referring to the relevance of what they are saying, and whether or not it makes sense in the conversation. Maleeha was very direct in answering the questions, she stayed on topic and never steered away.

➔ Manner, which is ensuring how clear the speaker is being. Although English is the second language of Maleeha, she did a great job being clear and getting to the point. Overall, the student did a good job with Grice's maxims, using the capabilities she has within the English language for her.

Part THREE: Mini Lesson

Grade Level: 1
Teaching location: Classroom
Subject (if applicable): Maleeha
Unit Topic: Letters and their sounds
Title of the lesson: Letter 'R'

Standard:

CC.1.1.1.D
Know and apply grade-level phonics and word analysis skills in decoding words.

Content Objective(s):

Student will display ability to read the letter 'r' by practicing /r/ sound.
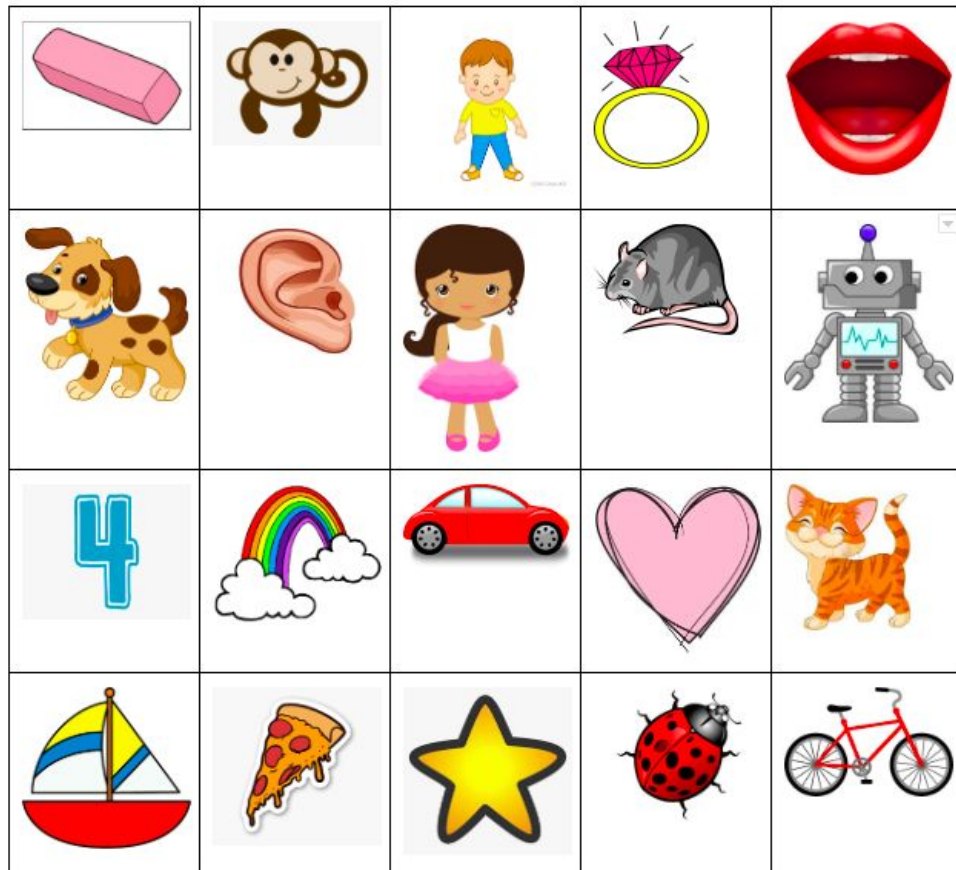
Language Objective(s):

Student can read words with the letter r correctly; practice tongue placement and mouth positioning.

Materials and Technology:

Videos, Graphic Organizers

Step	Who	What	Materials	Time
1	T	Introduction- Bring in Urdu letter ر and explain the differences. Give detailed explanation as to why there is confusion and that it is normal, however we need to work on it in order to fix it!	https://youtu.be/kyMKtomXHFc	5
2	S	Give list of 5 words and have her read to you. After she has read, you read the five words and explain what needs practice.		2
3	T/S	Show mouth position and tongue position of letter 'r.' Have her watch you and then repeat you. First in positioning, next in pronouncing. First have her watch 5 times, then repeat together, then listen to her.	http://www.paulnoll.com/Books/Clear-Speech/mouth-02.html	5
4	T	Break apart the usage by introducing /r/ sounds in the beginning of a word, middle of a word, and end of a word.		5
5	S	Have student reread the 5 words again correctly.		1
6	S	Assessment	https://docs.google.com/document/d/16YCiIi5aTyCKKf4kOrYBupNniwU9eDtG2hXg3V7aN5w/edit	3

Assessment

Language objectives: Once given graphic organizer, student will categorize words with the letter 'r' and without the letter 'r.' Next, the student will read the cards from the pile of words with the letter 'r.'