

ESOL 2 - CASE STUDY - Spring 2005

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Case Study Parameters

Phase I

Societal Linguistic Background

The child's name is Sunny Patel. He was born July 4, 1987 and he is eight years old. Sunny Patel was born in New Dehli, India in the village of Khalay. He is of Gujarati decent and is a minority in the city he was raised in, but not in the country of India. His native language is Gujarati, but he can also speak Hindi. The majority of the Indian population speaks Hindi; other common languages spoken are Gujarati, Punjabi, and Urdu. His family only speaks Gujarati.

Anjali Patel, his mother, cannot read or write because she never attended school. She is 32 years old and has previously worked as a laundry woman, but she currently works as a maid in other's homes. Ritesh Patel, his father, can read and write very little in Gujarati but is illiterate in English because he left school after completing the fifth grade. He is 40 years old and has worked as a taxi driver all of his life. Sunny Patel has three other siblings; his older brother, Bahvish, is 12 years old and has only gone to school for 3 years. Bahvish is also able to speak Gujarati. He works on a farm collecting wheat for a factory. Sunny has two younger sisters, Shri and Sangeeta. Shri Patel is seven years old and has never attended school. Instead, she fetched water for local residents in the city. Sangeeta Patel is five years old and helps her mother with the laundry and house cleaning. Sunny Patel and his siblings all speak Gujarati fluently and speak little to no English because they moved to America only seven months ago. Sunny Patel is at the Early Production level of speaking.

Sunny Patel's parents made it to America on a lottery system and they chose to move to Florida because people from their religious temple live here. Anjali and Ritesh Patel are not accustomed to the American attire and culture. They only socialize with other individuals from India and those who go to their temple. Ritesh Patel works small jobs here and there, cleaning at restaurants and working at auto repair places. Both of Sunny's parents speak primarily their native language and speak little to no English. Ritesh understands simple comments and works very hard at his jobs. Anjali cleans offices at night and does not interact with English speaking individuals at work. She works in empty office buildings after hours.

Although the parents do not speak English and do not yet understand English, they make sure their children attend school. They are enthusiastic about teaching their children to do well in school and learn English. The children help around the house and cook. The parents make sure that the children finish their homework and it should be correct. When Sunny Patel's teacher calls home, there is a translator who is on three ways to make sure that Sunny's parents understand what the teacher is saying. The family goes to the temple on the weekends. Ritesh Patel works on the weekends, but Anjali makes sure the children go to the temple for prayer regularly.

Sunny Patel's parents are always working, but the children seem to cause little to no disciplinary issues at school. Their socio-economic status is poor. The students face discrimination by other students for the clothes they wear and for walking home. The children

always come bathed and well-groomed to school. The Patel family lives in a local apartment complex which is too small for their family. It has two bedrooms, a kitchen and a family room. This family has one vehicle which the parents share.

The family is involved in the community minimally. The parents spend most of their time working and the children do not socialize with people who do not attend the temple. The Patel family associates more with other Indians who speak their native language. The family moved here to better their life, particularly because the parents were in search of better pay and a better education for the children. In India, females hold little to no worth. Ritesh and Anjali wanted better for their daughters.

Sunny Patel moved to American at the age of 8 years old, only six months ago. He is currently placed in 2nd grade. Sunny Patel is very skinny and stands three feet and four inches tall with brown eyes and brown hair. He has a jolly attitude towards life. He is always smiling and hugging his teachers. He is willing to work with the language specialist and put forth great effort in school. He listens to directions and completes his work to the best of his knowledge. Sunny has made quite a few friends. He is opened to the classmates and other students are willing to help him when he is struggling. The language barriers still exist but they are slowly dissolving. He helps his parents understand what the teacher is saying when his teachers call home.

Case Study parameters

Phasel

Linguistic Development

PART 1

Linguistic background:

-Describe the nature of formal schooling of the child in the home country

Sunny Patel attended school up to the third grade, where he learned to read and write Gujarati and simple mathematical problems. He was taught some basic communication skills in English. In his school, he learned some English by the teachers showing pictures and presenting items labeled in English. Sunny learned how to say things like mother, lamp, and books.

-What type of literacy education did he/she have?

Sunny's level of literacy comprehension is equivalent to a first grader's level in the U.S. He reads simple books in Gujarati and recognizes various items in English.

-What is the priority given literacy / literacy development in the home (are there books at home, do the parents read with the child, are the parents literate themselves, etc?)

His parent's have mainly religious scripture available for reading in the home. These books are printed in a religious language that isn't very familiar to Sunny and he isn't able to read them on his own yet. Sunny's mother brings home old magazines from work for the children. Sunny claims that he and his siblings always point to items and say their names in English. They also play a game in which one sibling names an item and the other sibling has to identify it. He is able to read and recognize limited written words in English. He often reads to recognize well known words like

book and then relate it to a physical item in the home. Again an example is lamp or book. Sunny will read the word shoe to himself, then say it out loud, and then point to the item that he has. He is making the text- to- self connections.

-Describe the linguistic development of the 1st language of the child prior to coming to the United States.

Sunny Patel is able to speak in Gujarati on conversational levels with adults as well as friends. Sunny has conversations at home, religious settings, in the community, and school. He cannot read or write words that aren't used in everyday conversation or in his usual environment. He does not write very often and does not practice on a daily basis. While he attended school he was very good at letter structure and writing small sentences. He was introduced to and comprehended basic punctuation. However, because of the fact that he worked a lot as a child he was not able to keep up with his writing.

-Describe the nature of English language learning the child had prior to coming to the United States.

Sunny described times when his teacher pointed to objects and said them in the classroom language and then in English. The teacher would play a game where the student's would repeat words in English after the teacher. Similar to the way that Sunny demonstrated the English language in his home, Sunny's teacher often would show a picture of an item and say it in English and have the students one by one repeat what they heard. Sunny and his classmates also performed this drill and practice in small groups or with a partner.

-Describe the English language competence of the child just prior or at the time of arrival in the United States (the nature of BICS & CALP in the home language)

The nature of Sunny's BICS and CALP in his home language is that he is able to have fluent conversations with his family and classmates in everyday activities. He communicates with people in his environment often with no words at all; simple nods, gestures, face expressions, and raising his hand in class. He writes to family members and sends homemade greeting cards. He plays with siblings, friends, classmates/peers.

In religious settings, Sunny understands the scriptures being told/ explained and lives by those words. He helps to teach those words to younger children and obeys his religion, parents, and teachers. Sunny enjoys making connections in his mind between his home language and English. Learning more of his home language motivates Sunny to feel that he could be just as good in English. Sunny has peer tutors at school and his siblings. He follows formal instruction well by his teacher as well as his parents.

PART 2

Linguistic developmental history of child in 1st & 2nd languages between date of arrival in the US and present time. If your child has been here for only 6 months then separate the table between 4 different time periods, i.e. Date of Arrival (DOA), 2 months, 4 months, 6 months.

| | DOA | | 2 months | | 4 months | | 6 months | |
|------------|---------------------|----|--|----|---|----|---|----|
| | L1 | L2 | L1 | L2 | L1 | L2 | L1 | L2 |
| Vocabulary | L1 Fair L2 Basic | | L1 Consistent increase L2 Slight | | L1 Consistent increase L2 Exposure is | | L1 Consistent increase L2 Increase in | |

| | | | | |
|---|--|---|---|---|
| | | increase from original standings | increasing vocabulary development. | vocabulary; 6 letter words, pronunciation of the vocab. improving. |
| Type and length of sentences | L1 4/5 words long; incomplete sentence L2 N/A | L1 4/5 words long; incomplete sentence L2 1 to 3 word responses (ex. Cat, You) | L1 4/5 words long; incomplete sentences L2 1 to 3 word responses -- *improving (ex. Yes me to. I want it.) | L1 4/5 words long; incomplete sentence L2 1 to 3 word responses *improving (ex. Yes me like cake lot.) |
| Stages of: <ul style="list-style-type: none"> • Negation (available only) • Questions • Past tense | L1 Stage 4 at home L2 Stage 1 in school (ex. Me no, <i>pointing at himself while shaking his head</i>) (ex. Me?) N/A | L1 Stage 4 at home L2 Stage 1 in school (ex. Me no, <i>pointing at himself while shaking his head</i>) (ex. Me talk? You to?) (ex. I come today. I had little.) | L1 Stage 4 at home L2 Stage 2 in school (ex. Don't know, <i>shaking his head</i>) (ex. My turn next? You want turn?) (ex. I came today. I have some.) | L1 Stage 4 at home L2 Stage 2 in school (ex. Don't know, <i>shaking his head</i>) (ex. I want play blocks? I tired, go sleep?) (ex. I came early today. I wanted more.) |
| Pronunciation | L1 Excellent sharp and clear L2 Fair with occasional stutters, repeats and pauses often | L1 Excellent sharp and clear L2 Proper pronunciation increasing slowly, improving | L1 Excellent sharp and clear L2 Increasingly clearer thinking patterns before speaking | L1 Excellent sharp and clear L2 Increasingly clearer thinking patterns before speaking with more confidence |
| cultural/pragmatic appropriateness | L1 Fair L2 Poor-lack of understanding | L1 Increase L2 Fair-observing others interaction | L1 Increase L2 Increasing-participating in social activity; wearing similar clothing | L1 Continuous L2 Increasing-social activity, eating school lunch, friendships (study buddy) |
| BICS & CALP | L1 Fair | L1 Slowly | L1 Increasing | L1 Steady & |

| | | | | |
|---|--|---|--|--|
| | BICS- speaks with family on reg. basis CALP- gradual increase L2 very poor Keeps to himself and occasionally raises his hand to participate, desires to know more, motivated. | Increasing BICS- speaks with family on reg. basis CALP- gradual increase, (reads magazine mother brings home, religious materials) L2 Very slow increase Developing social skills daily. | BICS- speaks with family on reg. basis CALP- gradual increase, (reads magazine mother brings home, religious materials) L2 Fair communicates in small groups enjoys buddy reading, looks forward to practicing tomorrow. | consistent- focuses more in L2; L2 Fair and improving reads and understands instruction of the teacher reads and understands instruction of the teacher |
| prescriptive aspects of English: grammar, punctuation | L1 Increasing slowly L2 No progress | L1 Increasing slowly; continuously speaks it at home L2 Slow increase in proper word usage; Weak understanding of his/her; plural words. | L1 Increasing steady L2 Increase slowly but makes grammar errors with past tense; increase comprehension of his/her, adding -s for plural words. | L1 Steady-continuously speaking and writing his native language at home and occasionally at school L2 Increasing and motivated to correct self mistakes, learning to use exclamation marks. Comprehends 'they' and 'those' concept and adding -s to words. |

•writing ability in class (try your hand at creating a sample)

Sunny enjoys painting and drawing family members. He writes captions to his pictures using very few words. On his painted family portrait he wrote mom, dad, brother, sister, and me. He also wrote their names in the English manuscript.

•reading ability in class (how might they read?)

Sunny can recognize familiar written words that he uses daily like dog, cat, tree, and sun. In class he prefers Dr. Seuss books that he enjoys buddy reading over and over. He likes

the sounds of the rhyming words for example, cat in the hat. He really can't read a whole book on his own and he enjoys each book for two weeks at a time and often brings them home. His favorites are small sentence picture books.

Case Study Phase III

The person that I interviewed is Etee Patel and she is in 6th grade. She attends a class that I teach in Sunday school. Etee, her parents, and her younger brother live with ten other members of her extended family. The extended family members include her grandparents, four younger cousins, two uncles and two aunts. Etee and her family have been in America for six or seven months. She normally converses in her native language at home because almost all of her family members speak this native language. Everyone in her family speaks and understands English except for her grandparents. Her parents know a little bit of English. One of her younger female cousins helps her with English at times so that she can understand what is going on. For example, when Etee is reading and she comes upon a word that she does not know or what the sentence is trying to say, her cousin will translate it into their native tongue to help her understand it. She is very fluent in reading and writing in her native language. She practices it at home on a regular basis.

Etee goes to an ESOL class. She told me that she goes to this class for FCAT purposes. She has problem with vocabulary words, pronouncing them and not knowing the meaning of words that she is not familiar with. Etee sometimes needs the teacher to repeat the question over again or restate it. For example, during Sunday class, sometimes I have to translate what I say into our native language because she does not understand. Another thing is that when she comes upon an unfamiliar word in a sentence, she needs for it to be translated so that she can comprehend what is occurring in the story. She does not fully comprehend the English language like a child who grew up in America and is in sixth grade. Yet, she speaks moderately well English for someone who has been in America for only six or seven months. She does sometimes pronounce words that she knows incorrectly. Etee is not shy when it comes to answering questions that the teacher asks the class. Every time that I ask a question in Sunday class, she is always raising her hand to answer it. She is very active in learning English and is not embarrassed to ask any type of question. She has no difficulty conversing in English with her friends and teachers at school. She does have difficulty in her science and social studies classes due to the terminology that is used in the class. She needs to have an example shown or explained on a fourth grade reading comprehension level.

Etee is able to write relatively well in English. She knows where to put a comma and a period. Sometimes she writes run-on sentences without realizing it. When you point it out to her, she does correct it or needs help to form new sentences. At times, Etee does not capitalize the word to at the beginning of a new sentence. She makes a lot of silly mistakes because she is always in a rush to finish her work and be the first one done so that she can play. I have noticed this from having her in my Sunday class. She loves to write no matter what she is writing. She especially loves writing in cursive because it looks prettier than writing in manuscript.

I had her read the book, "Watch for Bears! The Adventures of Henry and Bruno." When she came across the word "Henry" on the title page she pronounced the word as "Herny" instead. When she continued reading the story and the name came up again, she had no problem saying it

the right way. Also when she came upon the word "waffles" she pronounces it like "raffle". Another word that she pronounced incorrectly was "meadow". She pronounced it as "midow". The fourth word that she pronounced mistakenly was "closer". She said the word like "clozer" pronouncing the letter "z" instead of the letter "s". The last word that she pronounced erroneously was "whenever". Instead of saying the "w" letter, she said the "v" letter so she said it like "vhenever". When she came upon the word "when", a couple of times she pronounced it right. I do not think she realizes sometimes that she pronounces the word differently because she usually pronounces them correctly. Whenever she is speaking or reading, it does not flow. She has different pitches when she is talking and she pauses often at times when it is not necessary. Etee sometimes stretches words out longer than they are supposed to be.

CASE STUDY Phase IV

Sunny Patel has been slowly adjusting to the shift in learning and speaking a different language. This is very challenging for him, considering, that his entire family still speaks Gujarati at home. Being as young as he is, he has taken a great interest in learning his second language; to him it is the language of life now that he lives in America. Sunny and his family have just recently received news from the school about the possibilities concerning why Sunny isn't learning as efficiently as planned. Sunny has hearing and sight loss and will need a hearing aid and glasses. It is no wonder that Sunny at home reads take-home material just fine like magazines and homework. However, at school in the back of the class where he sits, he is distracted by others and cannot clearly hear the teacher nor see the board. He cannot read material written on the board and he doesn't understand verbal instructions unless told face to face. When he is placed in groups, he does better than on his own because partners often repeat the assignments for him in a closer and louder but slower manner (one on one).

The parents of the LEP just received his scores for the annual hearing and vision screening. They do not fully understand what the scores mean in regards to their son. They do not speak English; they are simply comparing numbers between Sunny and a standard expected score. The school principal is aware of Sunny's score, because it is the job of the counselor to inform the principal of disability issues such as this. The principal wants Sunny to have all options for learning and development opportunities at all costs to be available. The principal wants to be informed every step, from initial notification to the plan of progress for Sunny. The school counselor has notified Sunny's parent's by mail, along with phone calls trying to contact the family. The principal, parents, and his teacher are all aware of Sunny's situation. The teacher wants to briefly explain to Sunny what the test results mean as well as options for better success in the classroom. The counselor is trying to avoid causing unnecessary panic to Sunny and his family. The school counselor wants Sunny to be aware that he is making outstanding progress in school and the school board wants him to do have best opportunities possible. The school system is working on his side, to eliminate all possible hurdles that would be holding his progress back. Now the job is for the parents to talk about options with Sunny. Sunny will know that the counselors are on his side for whatever help option he chooses. A meeting will be arranged for the parents and counselors with or without the child based on parent's discretion. Also the school has an insurance program available for glasses and hearing aids. Depending on Mr. and Mrs. Patel's income standings, Sunny can receive financial aid which will provide him annual hearing aids and glasses with prescription as needed. Sunny's teacher wants to provide additional outside of class time to

make sure he understands and is keeping up with the rest of the class. Sunny's teacher is moving his desk closer to the front of the room where Sunny can see and hear more clearly with fewer distractions. The teacher wants Sunny to feel confident with asking questions if necessary and will be grouped with students who are advanced in comprehension skills so that they can also help with reiterating instructions and directions for Sunny.

Sunny understands what is going on; he is anxious to try to fix the problems and hopefully will catch up to the rest of the students in the class. Sunny expresses great willingness to better his situation through cooperating with those around him. He is not letting his situation get the best of him. Sunny does not give in to frustration that he occasionally feels. Sunny understands that it is going to be extremely difficult, but is ready to face the challenge.

Case Study Phase V

Solve the Problem Scenario

Sunny and his family have been notified by the school about test results showing hearing and sight loss. Sunny, his parents, and his teacher were unaware of this. Now that Sunny is aware of his condition he understands why he gets frustrated and distracted easy. He was not aware that he had blurred vision and was not hearing things as clearly as other students. Sunny thought what he was experiencing was normal. There are a few options available for Sunny's hearing and visual loss and there are many things the school can do to support Sunny.

After reviewing Sunny's case regarding hearing and sight loss, the teachers, psychologist, administration and parents have come up with a plan to help Sunny.

Teacher:

- Sunny will be moved closer to the front of the room, where he should be able to hear classroom instructions more clearly and be able to better see the board.

- Sunny will have the option to listen to certain material or directions on a head set, which will be prerecorded, for example, spelling words. Mrs. Tucker is willing to prerecord the spelling list on tape and Sunny has permission to take his spelling test based on the tape, if he feels it is necessary.

- Mrs. Tucker will restructure her lesson plans and incorporate more group assignments in order for Sunny to receive more one-on-one interaction and be exposed to sounds up close instead of hearing instructions from a distance.

- Mrs. Tucker will write bigger on the board with a thicker marker and will use visual aids that are very clear.

Psychologist:

- Psychologist will apply for quarterly testing of Sunny's hearing and vision loss. Every 9 weeks Sunny should be tested in school through no expense to his family.

- The school psychologist will request that the school counselors need to allot time for phonics during his ESOL time.

- The Psychologist will file paperwork on the behalf of the Patel family for Sunny to receive benefits for his hearing loss and sight loss. The school offers insurance for programs to assist in hearing and vision loss, depending on Mr. and Mrs. Patel's income standings. Sunny does qualify for public assistance in this situation.
- Documenting any and all progress, all meetings, regular check ups, chief complaint and other issues regarding Sunny with his hearing and vision loss.

Administration:

- Keeping in contact with all parties responsible with Sunny's need and regular report documentation.
- The administration is responsible for regulating funds and maintaining his annual hearing aids and glasses with prescription as needed.

Parents:

- Mr. and Mrs. Patel must be supportive of their son and his new challenges.
- The Patel family must be more cautious of speaking clearly and having Sunny wear his hearing aid. If Sunny complains about his hearing, they should inform the school or the interpreter.
- Sunny's parents need to teach him the importance of wearing his glasses while he is in school and using his eyes strenuously.

Write 3 reflective/discussion questions based on the whole case study.

- If Sunny had had a stronger comprehension of L1 would have given him a stronger foundation for his L2
- How different would Sunny's situation be if his parents were well educated?
- Would Sunny be in better circumstances if his parents knew more English?
- How would have Sunny's family dealt with his hearing and vision lost if they were still in India?
- If the school had been aware of Sunny's hearing or vision weakness could they have diagnose him slightly different?
- Does Sunny's hearing and vision prevent him from comprehending the material being taught to him in ESOL?

Write 6 questions using Bloom's taxonomy based on the case study.

Level 1. Knowledge (Recall of data)

- Explain how Sunny's parents view education?
- Did Sunny receive any schooling in India?
- What is Sunny's attitude about learning?

Level 2: Comprehension (Understand the meaning)

- In your own words what socioeconomic background do you think Sunny has come from.
- Discuss how Sunny's family life is.
- Summarize Sunny's life in India.

Level 3: Application (Apply information)

- Classify Sunny's as an ESOL student.
- Explain how Sunny's hearing loss affects his learning ability.
- Construct a timeline of Sunny's ability to speak Gujarati and English.

Level 4: Analysis (Separates concepts into component parts)

- Compare Sunny's situation to a student who is born in America.
- Contrast how Sunny's life in American to his life he lives in India.
- Specify how Sunny is socially evolving.

Level 5: Synthesis (Builds a pattern from diverse elements)

- Create a plan of goals Sunny should meet in the next four months.
- Think of how Sunny was taught English in India and how he is taught English in America.
- Generate ideas on how Sunny's weak hearing and vision will affect his learning ability.

Level 6: Evaluation (Make judgments)

- Critique how Sunny's learning is hindered because his parents never received proper education.
- Interpret how the school systems in India are in comparison to America.
- Decide whether or not Sunny will be able to understand English by the time he leaves elementary school.