

Case Study (Phase 1)

Rosamaria Elena Delgado, known by her family as Rosa, was born on January 21, 1996. She has beautiful tan colored skin, straight dark brown hair, and light green eyes. Rosa has a very outgoing personality, and she loves to play basketball with her sisters and go to the park to play baseball with her father. Rosa was born in the capital of Honduras, Tegucigalpa, and she moved to the United States with her family at the age of 3. Like most hispanic families, Rosa had a very large extended family. The only ones who were fortunate enough to come to the Unites States were her immediate family members. They consisted of her mother Jisela Irma (28 upon arrival), her father Alberto Emilio(34 upon arrival), and her two sisters Fermina Jade (5 upon arrival) and Milagros Simona (6months upon arrival). Rosa's family speaks primarily Spanish, their native language.

In Honduras, Jisela was a stay at home mother. She was fortunate enough to have maids to clean their house, take care of the children, and even cook. She always tried to make a little money on the side by cooking her secret ingredient empenadas and specialty cakes. Alberto taught school at the high school down the road and he was also a part time doctor on call. He was fortunate enough to earn a scholarship that allowed him the opportunity to further his education at the University of Tennessee in the United States. He jumped at this oportunity and brought his family to the United States. Sadly his socioeconomic status in Honduras did not compare nor did it transfer when he and his

family came to the United States. Alberto had a great time at school continuing his studies, however it was very difficult for him and his family because they did not know English. The Delgado family now had to survive on the few jobs that Alberto received and a few odd jobs that he and Jisela did on the side, which averaged out to about \$525 a month.

Of course there were many adjustments that had to be made when this family moved to the United States. Rosa is in the 2nd grade, Fermina just started 4th grade, and Milagros is not old enough to start school yet. Rosa is one of the only hispanic girls in the entire school and this makes her feel very uncomfortable. There is one other hispanic boy, but he just ignores her and acts like she doesn't even exist because she doesn't know how to speak English. Rosa is treated like an alien, and is very uncomfortable at school. She is so outgoing and she wants badly to learn English, but it is very difficult for her because her parents and everyone she communicates with at home knows very little English.

This ten year old young lady is beginning to feel a great deal of frustration expressing her wants and needs at home, and not to mention trying to actually learn something from the lessons the teacher is trying to teach. Rosa has not even learned the information in her home language yet, so it is even more difficult for her at school. Not only does she have to try and learn new information, but she has to try and learn it in a brand new language. Rosa is very confused and lonely. She has no friends at school and everyone has made her feel like she doesn't belong. Everyone, but the teacher that is. The teacher tries to include her in everything and wants her to feel welcome, but with the language barrier, it seems to be unsuccessful in Rosa's eyes.

This new life is not only hard for Rosa, it is hard for her mother Jisela as well. Her husband is either at school, or in the office working with patients. He is unable to help her at home with the children and is unaware of the problems that they're having in school. She no longer has a maid to help her cook, clean, or take care of the children and she seems to be under a great deal of stress. Jisela is used to being able to provide her children with anything they want, but now she barely has enough income to give her children the basic necessities. She doesn't know how to explain why they can't have the extra little things that all of the other children have. The house seems so bare compared to their lavish home in Honduras. They have hardly any furniture; just one couch and three mattresses that were given to them by one of their neighbors. They have very little supplies, such as food and clothing and are having a very hard time surviving. It seems like almost every night now they eat the same things: rice, beans, and torillas. They do not like American food and refuse to eat the way Americans eat. They are struggling to fight total assimilation. They are afraid to stray from the ways of their ancestors but they know that the United States of America offers them the greatest opportunities.

The Delgado family is really having a hard time in America. They have very little money and they have a hard time communicating with anybody because they have not learned English yet. This is very hard for Rosa and her sisters because they want to learn English, but at the same time their family wants them to preserve their culture. The constant stress that this family is going through is beginning to really affect Rosa, Fermina, and Milagros, and their parents.

Case Study

(Phase 2)

Rosamaria is discouraged in learning to speak English because she feels as though she doesn't get to practice enough. At school she feels nervous and intimidated. She is also embarrassed because many of the other students tease her about her accent. Her mother tries to help her at home but it is just as difficult for her because she is not fluent in the English language either. Her father has learned a great deal but is rarely home to help her with her studies. He is busy trying to further his education and make ends meet financially. Therefore, Spanish is the primary language spoken in her home.

It has been very difficult for Rosa to make friends in the neighborhood. She loves to play basketball but no one will play with her. The other children are always whispering and laughing, but Rosa knows what they're saying. She feels the sting each time they look her way. This makes her feel very different and she doesn't understand what's wrong with her and why no one likes her. She just wants to be like the other children.

This feeling of rejection and alienation is then carried to school with her. She is struggling with so many different feelings and she doesn't know how to deal with them. She loves her family but resents her parents for taking her away from her home in Honduras. She also resents them for not teaching her this new language before moving. She only knew a handful of words upon her arrival to the United States. She could say "hello", "goodbye", and "bathroom", and could understand some of the words that are similar to those in her native language. Her father assured her that it would be okay and that she would catch on quickly but now she's not so sure.

Rosa is an intelligent girl but she struggles with the material in school because she doesn't always understand the instructions given by her teacher. She does

benefit from ESOL, but only sees her teacher, Mrs. Rios, for one hour each day. She wants to share things with her classmates and her other teacher, Mrs. Gray, but every one is always saying, “what?” or “I don’t understand”, so instead she doesn’t talk at all. She doesn’t feel like a part of the group. She is missing out on the relationships that many other children get to experience at school. She never felt so lonely in a room with so many other people. There is one comfort in her class. Someone like her; with brown skin and black hair and an accent that keeps them from saying certain words like the other children. He is fluent in Spanish as well but sits on the opposite side of the room. She watches the other children interact and listens closely to the conversations that they have; all the time practicing in her mind so that soon, she too can talk about a movie she saw the night before or a trip she took to the zoo with her family.

As a little girl, ever since she can remember, her parents read to her each night before she went to bed. They are both literate in their native language and very well educated. They want the same for their daughter so they encourage her to practice often. This is difficult though, due to the fact that they are unable to spend the time they would like working with and reading to her like they used to. Reading is not enjoyable to her because she doesn’t understand what she is reading. She only sees words. Sometimes the pictures help but she knows that she won’t be able to rely on them much longer. She has already seen the books that she will be expected to read in the next few years. She is currently below level and needs to continue to practice on her pronunciation and fluency.

Rosa prefers to give oral presentations instead of writing but dreads either one. In her writing she often misspells words and makes numerous grammatical errors. Her teacher affirms that her topics are on target but she needs to work on her language skills.

She knows that her writing is different from her classmates and she tries to use bigger words like they do, but no one understands what she is trying to say. She always has to retell her stories.

Rosa has made considerable improvements in her English acquisition over the years but has a long way to go before she is considered proficient. She has definitely improved more in conversational competence than in academic competence, but doesn't feel comfortable with either one.

(Phase 2 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		3 months		1 yr		3yrs	
	L1	L2	L1	L2	L1	L2	L1	L2
vocabulary	At three years old she only knew three words in L2 (hi, bye and mom). However she was progressing normally in L1. She knew a variety of words and phrases and could communicate well in her native language.		Still very limited in L2. Knew about twenty English words. She had a difficult time making sentences. In L1 she was still progressing steadily. She is on level for her age.		Uses very basic English sentences and continues to gain competence in native language.		Speaks native language fluently and reads well in native language. Her parents read to her often and have helped her tremendously with L1. Speaks broken English. She is able to read a limited number of words in English. The school that she is in uses the Maintenance program (strong form). The language in the classroom is bilingual with emphasis on L1. She is struggling with the differences in regards to phonics and sentence structure.	
Type and length of sentences	None		In L1 she is able to communicate in short sentences. In L2 she is unable to answer open-ended questions. She needs guidance. She can answer yes/no questions and is able to greet people by saying "hello" and she can also say "goodbye".		In L2 she uses very basic, Simple sentences (3-5 words). They are often grammatically incorrect. Example: "Me go bathroom". "Me pet cat". Etc. In L1 she is still on level (progressing normally).		In "L1 she uses simple and compound sentences. Examples: "Me like cat, and me like dog". "Me go bye bye". She is still unable to read fluently and comprehend sentences in English, although comprehension has improved somewhat.	
Stages of: <ul style="list-style-type: none"> • negation • questions • past tense 	N/A		N/A		<ul style="list-style-type: none"> • Negation used improperly • Questions are one to two words • No use of past 		<ul style="list-style-type: none"> • Negation used improperly • Questions are formatted correctly but vocabulary is 	

			tense verbs; everything is present tense(i.e. I go instead of I went) Provide example of negation and question. Which stage is she at?	often incorrect. • Improving but not proficient. Uses ed ending on all words (i.e. runned) Which stage of negation and question?
Pronunciation	N/A	Poor	Poor Problems with which sounds?	Good Improving in which sounds?
cultural/pragmatic appropriateness	N/A	N/A	Takes statements literally	Beginning to understand pragmatics.
BICS & CALP	No BICS or CALP How about L1?	Very limited BICS, no CALP	Limited BICS, no CALP	Shows improvement with BICS, very limited with CALP. How about L1? Examples of CALP in L2?
prescriptive aspects of English: grammar, punctuation	None	None	Grammar is incorrect, unaware of punctuation	Grammar is improving, is aware of question marks and exclamation points. Little knowledge of verb forms and noun declensions. Provide example of grammar improving.

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

I got kat. She runned fas. She eated kat fud. She nombre is mify.

What is your opinion based on the writing sample?

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

Rosa reads well in her native language but has a difficult time pronouncing words in English. She pauses frequently. There is little to no comprehension when she reads. She is aware of some forms of punctuation and attempts to use voice when reading quotations and exclamatory sentences.

Case Study

(Phase 3)

Onessa is a girl that is very close in age to Rosa from our ESOL profile; however, Onessa is more advanced and has been speaking English for much longer. Although she was born in the United States, her family is from Honduras and she grew up speaking Spanish in her home. Onessa still speaks to most of her family in Spanish, but many of her friends in the United States speak English, so she primarily speaks English with them and at school. Onessa reports to having little difficulty getting started in school, although sometimes she gets vocabulary mixed up and still works in the LEP program two nights a week to do her assignments. Throughout her years, Onessa's English has progressed to the target level for her age and her Spanish has also progressed through speaking at home, watching television and visiting Honduras.

Throughout the interview, it was evident that Onessa is at a more advanced stage of her second language learning. She is in stage four of negotiation and was able to keep the conversation flowing rather smoothly, with only a few instances of not knowing the correct vocabulary. While Onessa's speaks and reads very well, her writing skills are even better. During the interview it was difficult to gauge how she formed complete sentences and used her vocabulary when her answers consisted of yes, no, or one word answers. In her writing however, she formed complete sentences and had no problems with tense, verb agreement and spelling.

Interview Transcription

Hi I'm _____. What's your name?

Onessa: Onessa

Q: And how old are you?

O: Eight.

Q: What grade are you in?

O: Third.

Q: Third grade? Do you like school?

O: Yes

Q: Do you have a favorite subject?

O: Yeah.

Q: What is it?

O: I have two.

Q: Okay, what are they?

O: Math and science.

Q: Math is my favorite subject too...I like math.

O: And writing.

Q: Oh so you like lots of things, that's good. Onessa, who do you live with at home?

O: My mom and my step-dad.

Q: Do you have any brothers or sisters?

O: My dad's son.

Q: Oh, so you have a step-brother...How long have you lived in Florida? Do you know?

Has is been a long time?

O: Like, I came at half past last year.

Q: And where did you live before that?

O: New York.

Q: New York? Is that where you were born?

O: Yeah.

Q: What language does your mom speak?

O: Spanish.

Q: What language do you talk to your mom in?

O: Spanish.

Q: What about your step-dad?

O: Spanish, but he's a teacher of English...in a pre-K school.

Q: Where is your mom from? Do you know?

O: Honduras

Q: Have you ever been there?

O: Yes.

Q: Have you ever lived there?

O: No, only for months...only to visit.

Q: What?

O: Only for a few months.

Q: Who did you stay with there? Do you have family there?

O: My grandma and a lot of friends.

Q: Did you have fun there? Do you like it?

O: Yeah, my um... my um dad...my dad um took me on a motorcycle. He took me fishing.

Q: How fun. Did you like that?

O: Yes. I play with my dog.

Q: What's your dog's name?

O: Dixie.

Q: Is it a boy or a girl?

O: um...I think it's a boy.

Q: When you were little, before you started coming to school? Did you speak English?

O: um... Yes, a little

Q: Who spoke English to you?

O: My one uncle and two aunts.

Q: When you started school, was it hard for you, to speak English all the time? Or was it easy?

O: It was a little easy.

Q: Oh, I can tell, you are so smart.

O: No.

Q: Of course you are.

O: No, I'm not good at reading.

Q: You read great a minute ago, and remember, you can always practice.

Q: Do you like to read books?

O: Yeah.

Q: You do? Do you have a favorite book?

O: I like all of them.

Q: Yeah, me too. I don't have a favorite either...What do you like to do at home, for fun?

Do you like to play?

O: Yeah.

Q: With what?

O: With a game named...something.

Q: Do you watch TV?

O: Yes

Q: You do, what do you like to watch? Do you have a favorite show?

O: I have two.

Q: Two? What are they?

O: Rugrats and Jimmy Neutron.

Q: Oh cool, when you watch TV at home, do you watch it in English?

O: Yeah.

Q: Do you ever watch TV in Spanish?

O: Sometimes, only one.

Q: Only one show?

O: Program.

Q: Only one program?

O: Yes.

Q: What program?

O: Um...it's called...

Q: You can say it in Spanish.

O: Vivo los ninos.

Q: Do you ever have to do chores at home? Do you have to help out?

O: Clean my room.

Q: Anything else?

O: um...

Q: It's okay if not.

O: In the morning I have to eat my breakfast.

Q: Oh, and help get yourself ready for school?

O: I just have to clean my bed.

Q: Do you have a favorite food?

O: Yeah.

Q: What is it?

O: I have two.

Q: Okay, what are they?

O: Pizza and um...Chinese food.

Q: Yum, what is something that you don't like?

O: ...?

Q: Do you have a food that you don't like to eat? Or do you like everything?

O: Don't like...I don't know...I forget what it's called...I don't know.

Q: That's okay, I don't like mushrooms. Do you know what those are?

O: I don't like them either.

Q: Now I would like for you to read me just a couple pages from this book please.

O: "It was, it was almost seven and you can see all if quiet in the Bear's home sweet tree. The cubs are asleep. At seven o'clock, the alarm goes off. It's as quiet...It's as quiet...It was quite a shock. Five minutes later, they are back to sleep. Brother and Sister are back to sleep. Papa's coffee starts to...perk?...perk. Papa will soon be going to work."

Q: Good, do you know what perk means? When the coffee starts to perk?

O: Boil?

Q: Yes good, when it starts to brew and gets hot.

Q: Great, thank you very much Onessa, You have been a big help.

Case Study

(Phase 4)

Current Problem

Rosa entered her fifth grade classroom feeling alone and uncomfortable. She knows very little English so it is hard for her to communicate with the other students in the class as well as the teacher. Most of the time Rosa either does not do her assignments or she copies other students, because she is unable to read and understand English. When it comes to group activities she stands alone and observes what the other students are doing. She never actively participates in group work, because she cannot communicate with the other students. While the teacher is teaching, Rosa doodles and draws pictures on her notebook, which causes the teacher to call her name over and over again to get her to pay attention. Rosa's parents, Alberto and Jisela, speak little English so it is hard for the teachers and administrators to discuss the problems in the classroom.

The Parents of Rosa

Mr. and Mrs. Delgado know very little English so they do not go to the school to talk to Rosa's teacher, instead they have a very short conversations over the phone. They do understand that Rosa is having difficulty in school and are concerned with Rosa and how she is behaving. They are constantly getting phone calls and notes from the teacher, Mrs. Smith, saying that Rosa is not doing well in school. They believe that Mrs. Smith is moving too fast through the material and leaving Rosa behind. Mr. and Mrs. Delgado think Mrs. Smith should be working more with Rosa one-on-one to help her with her school work. They feel it is her fault that Rosa is not doing well in school. Both of Rosa's parents have discussed pulling Rosa out of school, but Mrs. Smith has advised them not to do that.

The School Principal

The school Principal, Mrs. Harris, is very concerned with Rosa and her behavior. Mrs. Harris has had meetings with Mrs. Smith and Mrs. Rios (Rosa's ESOL teacher) discussing Rosa's behavior and the lack of parent involvement. Mrs. Harris has decided to try and find Rosa an English-Spanish tutor to help her with her English and her school work. Mrs. Harris thinks Rosa is having difficulty with assignments and group work, because she is scared and intimidated by the other students in her class. She is also frightened that the other students will make fun of her accent and her writing abilities. Mrs. Harris has set a time to meet with Mrs. Smith and Mrs. Rios each week to discuss Rosa's progress.

The School Counselor

Mrs. Levitt, the school's counselor, is very concerned with Rosa and how she is adjusting to the school and its English environment. She has tried to talk to Rosa about the move from Honduras, but Rosa refuses to talk to her. Mrs. Levitt feels the behavior Rosa is showing is a way of getting back at her parents for moving to the United States. Mrs. Levitt thinks Rosa is intelligent and has the potential to excel in school, but she is just not showing it. Mrs. Levitt has scheduled for Rosa to come to her office twice a week to talk to her.

The Classroom Teacher

Mrs. Smith, Rosa's teacher, has put Rosa in a group with another little boy that speaks fluent Spanish and English. He tries to help her with the group activities, but she still does participate in the group activities. Mrs. Smith sat the little boy on the other side of the room, because she did not want Rosa and him to talk during the lectures. Mrs. Smith has tried to call Mr. and Mrs. Delgado many times, but Rosa's sister Fermina answers the phone. Mrs. Smith has left many messages telling them she would like to set up a meeting with them, but they have not yet responded. Mrs. Smith has tried to work one-on-one with Rosa, but when she ask Rosa a question she only gets mutters and noises from Rosa. Rosa is very distant and shy in class so Mrs. Smith usually never calls on her to ask questions. The only time Mrs. Smith calls on her is when she is not paying attention. Mrs. Smith has set meetings with Mrs. Harris and Mrs. Levitt to talk about Rosa and her behavior.

The ESOL Teacher

The ESOL teacher, Mrs. Rios, pulls Rosa out of the classroom for one hour everyday. She thinks Rosa has shown tremendous improvement over the past couple of weeks. Mrs. Rios thinks Mrs. Smith needs to be harder on Rosa in the classroom and she thinks Mrs. Smith needs to call on her more. She thinks this will help to get Rosa to speak more and to pay more attention in class. Mrs. Rios does not see the lack of interest or involvement that Mrs. Smith sees probably due to Rosa feeling more comfortable relaxed around her. Mrs. Rios also has had no complaints of Rosa not completing her assignments or homework. Mrs. Rios has agreed to call Rosa's parents to try and set up a conference which will include Rosa, Mr. and Mrs. Delgado, Mrs. Smith and Mrs. Rios. She will inform Mr. and Mrs. Delgado that she will be present, because she knows English and Spanish.

The Special Needs Teacher

Rosa has no special needs other than the ESOL teacher she meets with everyday for one hour.

Case Study

(Phase 5)

The Solution

The best solution for Rosa's problem is for her teacher to make some adjustments in the classroom to help Rosa adapt. The most important change is to set Rosa up with a partner who she feels somewhat comfortable with, who will sit next to her throughout the entire day to help her with class work, directions and will be a friend who Rosa knows she can come to with questions. Also, Rosa needs to continue with regular meetings with the guidance counselor which may help Rosa to talk about her feelings and her worries about school once she feels comfortable with Mrs. Levitt.

The Parents of Rosa

Rosa's parents really need to take part in her new school and the teachers and faculty that Rosa sees everyday. By not going to a teacher conference with Mrs. Harris, they are only hurting Rosa. Rosa's parents need to work on learning English not only for their sake but for their children as well. Mr. and Mrs. Delgado need to attend the suggested conference with Rosa's teacher, principal, guidance counselor, and ESOL teacher, to discuss what they can do to help because Rosa's teachers are doing their best.

The School Principal

Mrs. Harris is aware of Rosa's problems and is concerned for her and has agreed to check up on her a few times a week, giving her kind words and encouragement. Mrs. Harris concurs with the counselor's recommendation for mediation outside of the classroom and will continue to meet with and support her teachers and any classroom changes they make.

The School Counselor

Mrs. Levitt feels it is vital for Rosa to learn to and have the opportunity to express herself and her feelings. Mrs. Levitt will work with Rosa one on one twice a week to talk with her about school, friends, family, etc... Since Rosa is already feeling the anxiety of a new school with new people, she hopes that after meeting with Rosa on a regular basis, she will begin to feel more comfortable around her and may help her to open up and discuss some of these issues.

The ESOL Teacher

Mrs. Rios does not see many of the behavior problems that Rosa's teacher reports. While she does support change in the mainstream classroom, Mrs. Rios does not want to change or adjust any of the dynamics or her own classroom since Rosa seems comfortable and does not display the same behavior problems in her ESOL class. Mrs. Rios also hopes that Rosa's parents will agree to come to a conference if she is present, so that together they can talk and do whatever needed to help Rosa with school.

Response Questions:

- 1.) How could the strategies and concepts learned from this case study be applied to a real life situation?
- 2.) Why is it important to communicate with all stake-holders of your ESOL student?
- 3.) How would you go about a meeting of the minds with the stake-holders?

Bloom's Taxonomy Questions:

- 1.) What did I learn from this case study?
- 2.) What are some things I could do in my classroom from the case study to help an ESOL student?
- 3.) Why do you think we have ESOL programs to help students with English?
- 4.) If I had a problem with an ESOL student misbehaving or not doing their work, who should I talk to about it? Who should I involve?
- 5.) I would like for you to think about an ESOL student that you know. I want you to think about the things teachers and administrators are doing for them. Are those things the same things you would do?
- 6.) Would life be easier for people, especially teachers and administrators, if we did offer ESOL classes in schools?