

## Group 5 Case Study ESOL 2

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# Tomoko Tadeshi

## Phase 1:

Name- Tomoko Tadeshi.

In the Japanese culture, the first name follows the family name. Therefore, in Japan Tomoko is called Tadeshi (family name), Tomoko (first name). We will refer to her as Tomoko.

Full Birth Date- August 17, 1997

Current Age- 7 years old

Country of Birth- Yokohama, Japan (Nihon)

Ethnic Group- Japanese ancestry

Linguistic Group-

Japanese (Nihongo in Japanese) is believed to be Korean and other Altaic languages.

Description of language situation in home country-

- The Japanese dialects are divided into Eastern and Western dialects.
- The Japanese language is independent of syntax (i.e. colorless green ideas sleep furiously; the man saw the boy with the telescope)
- The Japanese language has verbal ambiguity (i.e. ...time flies like an arrow...fruit flies like a banana)
- The Japanese language has semantic confusion (i.e. ...every farmer who has a donkey beats it).
- Language Spoken at home- like many Japanese families, Tomoko uses the common dialect, which is based on the dialect spoken in Tokyo, the political and economic center of Japan.

Family-

Tomoko is an only child, and she lives with her parents, Tabito (father) and Emiko (mother) Tadeshi, and her paternal grandparents, Takehide (grandfather) and Fusae (grandmother) Tadeshi. The Tadeshi family owns a general store in East Buffalo, and various members of the family run it. Tomoko's parents speak both Japanese and English, but her grandparents can only speak Japanese. The Tadeshi family speaks mostly Japanese in the home, but they use both languages in public settings such as in their general store. Tomoko's parents encourage her to use both languages when appropriate.

Description of parent's attitudes towards USA, home country, 1<sup>st</sup> language use, use of English at home-

Tomoko's parents are hard working people that have strict values and practices that they brought over with them from their own country. Their attitudes toward the USA are optimistic. They see America as a good economical change that will be beneficial for Tomoko. Tomoko's parents still try to utilize the cultural practices that they did in Japan. They still use their 1<sup>st</sup> language but mostly when they are at home or with family and friends. They want Tomoko to be fluent in both languages so she will have an advantage.

Other descriptions of home atmosphere, cultural practices in home and connections of family with heritage language community organizations (proactive/passive etc)-

Tomoko lives with her mother, father, and grandparents. Her family owns a general store so they spend most of their time working at the store. The store is full of color and represents her heritage. The Tadeshi family maintains many Japanese practices such as taking of your shoes and replacing them with house slippers before entering the home, eating at low "Japanese style" tables with cushions on the ground, greeting others with a bow (the more prestigious the person, the lower you bow), and having a respectful attitude for those individuals in authority (i.e. Mr., Ms., Sir, Mam). Some table manners include not blowing your nose in public, as well as at the table, finishing all of the food that is on your plate, and refraining from burping or engaging in any "toilet" or equally inappropriate conversation. The connection with her family is very close. They honor their elders so the grandparents play a major roll in decision-making. They are proactive when it comes to practicing their culture at home.

Other relevant information about family (current living conditions / socio-economic status/ type of home dwelling)-

They currently live in New York and own a general store. They make decent money from the store and are of a middle class status.

General description of the community in which the family now resides-

There are a total of 8,008,278 people in New York, and 22,636 of those people are Japanese. The Tadeshis live in Buffalo, New York. They live in a small neighborhood of predominantly Caucasian people. Their neighbors on the right, the only other Asian family in the neighborhood, moved to New York from Japan eight years ago. There are two general stores within walking distance, and the Tadeshi family owns one of them.

Linguistic Description of the community in which the Family now resides-

Twenty-five percent of the New York population Latino/Hispanic and a large portion of those individuals live in Buffalo. English and Spanish are dominant in the city, however, English is the main language spoken in the Tadeshi's neighborhood.

The Tadeshi family moved to America because they wanted to open a general store and America seemed like the "Land of Opportunity". They also wished to broaden Tomoko's schema by exposing her another culture.

Age at which case participant came to America- 5-years-old

Grade of case participant- 2<sup>nd</sup> grade

Description of physical features of case participant-

Tomoko has short black hair, big brown eyes, and olive/tan skin. She is almost 4 feet tall, and she weighs 54 pounds. Tomoko was born without a pointer finger on her left hand, but she has adapted to the physical handicap and functions well.

Description of personality of case participant-

Tomoko is a quiet and very respectful child. She is very intelligent, and works well independently. However, because she is so shy, Tomoko struggles with making new friends.

Description of current social life of case participant-

Tomoko's best friend is her Japanese neighbor, Benkei Bando. Benkei is 7-years-old, and attends the same school as Tomoko. Tomoko and Benkei are not in the same class, but the two children sit together at lunch. Although Tomoko is quiet in school, she is very outgoing at home and at the general store. Tomoko makes friend with the adult shoppers very easily.

## **Phase 2:**

### **Linguistic background:**

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

Elementary and junior high education is mandatory in Japan. More than 90% of Japanese students graduate from high school and over 40% graduate from a university or junior college. Most schools require entrance exams, which makes the Japanese education very competitive. To get ready for these exams, many students take preparation course called juku. At 4-years-old, Tomoko attended a preschool/preparation course in Japan. Because her family moved to American when she was 5 years old, Tomoko is not familiar with the common practices in the Japanese school systems.

What type of literacy education did he/she have-

Tomoko was introduced to the Japanese language well before she entered preschool. At four years old, Tomoko was learning Japanese quicker than most of her preschool classmates. Tomoko's family placed a great emphasis on communication; therefore, Tomoko has a large vocabulary and is able to express herself in clear terms. Tomoko began learning English as soon as she came to America. Tomoko is making remarkable success in learning English at home; however, she struggles to show this success in the classroom.

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?)-

Tomoko's family understands how important education is and they want Tomoko to have the best education that she can. So there are books in the household, a combination of English and Japanese that they brought over from their home country. Tomoko's parents try to be apart of her education upbringing as much as possible. But, unfortunately Tomoko's parents are not around as much as they would like to be because they are running their store. Tomoko's parents

are literate, they can read very well in their own language, and they can also read in English but they have some trouble understanding some things. They allow Tomoko to use her schooling to help them with whatever they don't understand.

Describe the linguistic development of the 1<sup>st</sup> language of the child prior to coming to the United States-

Tomoko's linguistic development was well defined prior to coming to the United States. She was surrounded by many family members that constantly talked to her while she was an infant. Even though she is young she has a very big vocabulary in her native language.

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

Tomoko had little experience with the English language prior to coming to America. Her parents spoke some English in Japan in preparation to coming to the United States; therefore, Tomoko had some experience in listening to another language. Her parents encourage literacy in both languages and ensure she is exposed to both. Tomoko has above average ability in her native language. She was not exposed to English at school in Japan because Japanese preschools teach only Japanese. All of her exposure prior to coming here was through her parents.

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)-

Tomoko was starting to develop BICS in her native language through listening and interacting with family conversations. Her English answers only included words such as "Yes", "No", and "Please". She was applying what she was learning, and listening to the pronunciation of words. Because literacy is encouraged in her family and she has such an excellent grasp on her native language, Tomoko should show significant progress in learning the English language. BICS was developed in her native language, however CALP was barely developed because she had not been exposed to any formal schooling in the learning the Japanese or English language.

Linguistic developmental history of child in 1<sup>st</sup> & 2<sup>nd</sup> languages between date of arrival in the US and present time-

Tomoko moved to Buffalo when she was 5 years old.

	DOA		3 months		1 year		2yrs	
	L1	L2	L1	L2	L1	L2	L1	L2
Vocabulary	L1- Tomoko has a rich vocabulary. She is able to use descriptive words to enhance her speech.	L2-	L1- Tomoko's vocabulary is stable in Japanese. She uses descriptive words, but has not had many additions to her native	L2-	L1- Tomoko is still talking in Japanese at home, but in school she is using it less for her lessons.	L2- Tomoko is	L1- Tomoko now is starting to use less of Japanese. When she is talking to her parents she interchanges both her languages.	L2-

	<p>L2- Tomoko is beginning her ESOL classes. She has a poor vocabulary. She knows common English words such as 'Yes', 'No', and 'Please'.</p>	<p>language. L2- Tomoko is slowly progressing. She is familiar with some of the common sight words such as 'the', 'his', 'mine', and 'you'. Tomoko is still unable to communicate with other children.</p>	<p>still a little slow in responding to questions asked of her, but she is learning more words all the time. Tomoko is now starting to put her sight words together. "Thank you", and " Yes, please".</p>	<p>L2- Tomoko is comfortable with English now. She can interact with her classmates and understand them. Some extensive vocabulary words that she is using now are "Dinosaurs", "Exciting", "Hungry" and "Predictable". Tomoko is able to say these words, but has a difficult time spelling them.</p>
Type and length of sentences	<p>L1- Tomoko can make proper sentence in her native language. L2- Tomoko can not make a sentence in English.</p>	<p>L1- Tomoko is still making the same progress in her native language. L2- Tomoko is still not able to make full sentences. She can put sight words together. EX. " He is."</p>	<p>L1- Tomoko still capable of making full and complete sentence in Japanese. L2- Tomoko is now able to make longer sentences, " My name is Tomoko."</p>	<p>L1- Tomoko is using less Japanese and more English at home and at school. L2- Tomoko can now comprehend what her peers are saying. She is still learning, but she is able to communicate with them. Some sentences that she makes are "What is the homework for tonight?" And " That is cool."</p>
<p>Stages of:</p> <ul style="list-style-type: none"> <li>• Negation</li> <li>• Questions</li> <li>• Past tense</li> </ul>	<p>L1- Tomoko is in stage 3 of negation in her native language. She is able to make</p>	<p>L1- Tomoko is showing further knowledge of negation rules, but she is stable. L2- Tomoko is</p>	<p>L1- Tomoko has reached stage 4 in negation. She speaks well in her native</p>	<p>L1- Tomoko continues to make progress with her sentence structure in her native language.</p>

	<p>sentences in her native language using the negative element, but she does not fully analyze her use of the word don't.</p> <p>L2- Tomoko is below stage 1 in the English language. She is able to say the word 'no', but is unable to place it in a sentence with other words. Tomoko has very little knowledge of the English language; therefore, she is below stage 1 in questioning ability and makes no references to the past.</p>	<p>able to put 'no' with sight words such as 'ball'. She is at the beginning of stage 1. Tomoko has reached stage 1 in dealing with questions. For example, Tomoko can say short fragments of sentence questions such as, "No ball?" Tomoko still makes no remarks using the past tense.</p>	<p>language.</p> <p>L2- Tomoko is at stage 2 in negation. She makes statements where the word 'don't' precedes words such as 'can' and 'should'. Tomoko is at stage 3 in her questioning ability. Using common words, Tomoko is able to ask questions such as, "Where the dog at?" Tomoko is experimenting with the past tense in her communication. She recently stated, "I rided my bike to school."</p>	<p>L2- Tomoko is in between stages 3 and 4 in negation. She is able to make sentences such as "I was not asleep", but struggles with tense and verb congruency. Tomoko has made a great deal of progress in her questioning ability. She is at approximately stage 4, and is able to use words other than 'do' in her yes/no questions. For example, Tomoko asked, "Do you wear shoes on your house?" Tomoko is continuing to expand her use of the past tense.</p>
Pronunciation	<p>L1- Tomoko is ahead of her classmates in her ability to pronounce words correctly. Tomoko often leads discussion groups in her native language.</p> <p>L2- Tomoko is unfamiliar with</p>	<p>L1- Tomoko continues to learn new words, and has little trouble learning the pronunciations.</p> <p>L2- Tomoko is learning the pronunciation of sight words. She struggles with making the long e sound. Words like 'meet' sound like 'mit'.</p>	<p>L1- Tomoko is still making progress in her native language; however, her progress is sometimes hindered by the inconsistent rules between Japanese language and the English language.</p>	<p>L1- Tomoko is making progress in her native language at a better rate. She is more familiar with the rules of both languages, and does not confuse them as often.</p> <p>L2- Tomoko still struggles with the long e and hard 'ch' sounds. The</p>

	the pronunciation of most English words.		L2- Tomoko is successfully learning her long and short vowels. She can distinguish between the two in the spoken language and in writing. Tomoko's biggest struggle is with the pronunciation of blends such as 'ch'. The word 'church' sounds like 'shursh'.	word 'leash' sounds like 'lish' and the word 'much' sounds like 'mush'.
Cultural/pragmatic appropriateness	Tomoko uses Japanese in many situations. She is unable to use English in situations that warrant anything more than complex "yes" and "no" answers.	Tomoko is able to use Japanese at school, home, and in public situations. Tomoko's ability to use English at home is increasing; however, she is still unable to use the language well in a public setting	Tomoko continues to flourish in her knowledge of the Japanese language. Tomoko uses both Japanese and English to help her family in their general store. Tomoko's speaking is still limited, but she is able to listen and understand very well in English.	Tomoko can communicate in any setting in both Japanese and English. Tomoko uses mainly English in school, and interchanges Japanese and English in her everyday dealings (home, stores, restaurants, etc.)
BICS & CALP	L1- Tomoko has a well-developed BICS in her native language, but because she has	L1- Tomoko's CALP is increasing as a result of her schooling. Tomoko is in a Heritage or	L1- Tomoko has strong BICS and CALP in Japanese. She is able to function well in	L1- Tomoko is strong in BICS and CALP. L2- Tomoko is becoming stronger in her BICS and in her

	not attended a Japanese Elementary school, her CALP is not as developed. L2- Tomoko's BICS and CALP are not developed in English.	Maintenance ESOL program in which Tomoko works on her English as well as her Japanese. L2- Tomoko is still becoming familiar with the English language. Tomoko's BICS is developing as a result of English conversations in her home, as well as at school. She is still struggling with CALP.	social and academic settings. L2- Tomoko's BICS is increasing; however, her CALP is not progressing as quickly. Tomoko's ability to use the English language in social situations is a result of her family's use of the language.	CALP. Tomoko is a shy student; therefore, her BICS is not utilized in school often. Most of her social interactions (at school) are with her Japanese friend. The two speak Japanese to each other.
Prescriptive aspects of English: grammar, punctuation	Tomoko is not familiar with the English language. She does not speak or write in English.	Tomoko is learning to use and write basic sight words. She is not making use of any punctuation.	Tomoko is making a great deal of progress in learning the rules of the English language. She uses end punctuation properly, and has a grasp on proper grammar (aside from simple negation problems).	Tomoko is able to write at an average 2 <sup>nd</sup> grade level. Although she sometimes struggles with the oral part of the English language, she does a good job of using proper punctuation and grammar in her sentences. Most mistakes that Tomoko makes are characteristic of her grade level.

### Writing ability in class:

Tomoko is in the second grade. Tomoko's class is learning about the human body (anatomy). Tomoko worked on a coloring/question sheet about the human heart. This is a record of the sheet questions and her answers.

1. What moves my blood?  
T- My heart



2. Of what is my heart made?  
T- muscil
3. How big is my heart?  
T- The size of my fist
4. How many "rooms" does it have?  
T- four

Tomoko has made a great deal of progress in 2 years. This is a sample of Tomoko's writing ability. Tomoko wrote and illustrated this brief story about the life of the dinosaur- Pteranodon. Tomoko made use of key words from the class unit on dinosaurs.

Up and Away about Dinosaurs. (There is a picture of a Pteranodon on the cover)

The Dinosaurs is hungry he is looking for some food. He finds mother Dinosaurs's babbey, egg. The babbey cry out for help on this picher. The dinosaurs is coming Butt he is not afade. Ded. The egg is craking. He is going to diy and the end of this story.

Basically, Tomoko wrote a story about a Pteranodon who was looking for food. He finds some eggs and the scared babies cry for their mother (Tomoko does not quite grasp that the eggs are no longer the homes of baby dinosaurs once they are born). The mother is coming so the babies are not scared anymore. The mother kills the predator and the eggs finish cracking open. The pictures help to explain the meaning of the story.

Tomoko has a number of spelling problems, but she is progressing in sentence structure. Tomoko is able to express her ideas through writing sufficiently for her age.

### **Reading ability in class (how might they read?)**

Tomoko is still not able to make full sentences.

Tomoko is making remarkable success in learning English at home; however, she struggles to show this success in the classroom. Tomoko is not able to read full sentences, but she is slowly progressing. She is familiar with some of the common sight words such as 'the', 'his', 'mine', and 'you'.

Tomoko can read descriptive words to a minimum. Tomoko's teacher understands that her reading ability is not the same as the other children, but she knows that Tomoko's reading ability will improve with time. Because literacy is encouraged in her family and she has such an excellent grasp on her native language, Tomoko should show significant progress when she reads in class. She might read Level 1 books to start out, but will eventually be on grade level.

### **Phase 3:**

**Interview Transcription** (by Rachel Larson): **Haewon's answers are indented.**

(Rachel)

Okay. The first thing that I am going to ask you is to say your name.

Haewon.

And what is your last name?

Haewon Lee.

Okay. Haewon, what is your first language that you speak?

Korean.

Korean, okay. And what country were you born in?

Here.

You were born here? And you speak Korean?

(Head nod)

Okay. Where were you born in the United States?

In Tampa.

In Tampa, Fl. Okay. Um, did you grow up knowing English?

MmHm. (head nod)

You spoke English since you were born?

Uh-huh. I learned English when I was in Kindergarten. When I was little, my mom told me to go to Korean school and church.

Okay, so you went to a Korean school and you went to a Korean church? Do you still go to your Korean church?

(Head shake-no)

No. Okay. Um...who do you live with?

My mom, my dad, my cousin, my sister.

Your mom, your dad, your cousin, and your sister?

(Head nod)

Okay, and um does your family...do they all speak English?

Uh-huh! (Head nod)

They all do...okay. Umm... Do they speak Korean ever? Anymore?

If we don't speak Korean in the house, my sister, my sister tells us, "Never speak English in the house because it's not, it's not, it's not normal to the Koreans." We always have to speak Korean in the house.

So you speak Korean at your house, but whenever you guys go out in public to the grocery store, and to places like that, do you speak Korean or do you speak English?

Korean. My mom works for like, a café, and um we like got the place a long time ago.

Oh really!

So my mom is used to speaking English a lot.

At the where?

It's a café.

A café. Okay, okay. Does your mom work at the café, or does she own the café?

She owns the café.

Oh really! That is very interesting.

And, um, my sister, me, and my cousin might sometime work there.

Do you really? Oh, that is cool. Okay, where is the café?

Tampa.

So you live in Tampa?

No.

Oh, do you live in the Brandon area?

(Head nod)

Umm... So your family still speaks Korean. And they speak it at home and they sometimes speak it in the café. Do you feel that you speak English well?

Yes ☺

Yes, I do think that you speak English well. Okay. Do you think that you speak Korean very well?

Yes.

Could you say something for me in Korean?

Do you want me to say 'Hi' or something?

Um...could you say a sentence for me? How about...could you say, 'I speak Korean very well?'

Could you say that in Korean?

Umm....

Or anything that you would like to say.

Could I just say 'hello'?

Okay, go ahead.

Annyeonghaseyo

How do you say that?

Annyeonghaseayo

Ahn yawng hah seh yoh? Very cool. Okay, do you feel that you speak English and Korean equally? Do you think that you speak them at the same level? Or do you think that there is one that you speak better?

Most of the time, my mom and dad say that I speak Korean better, but me myself I think that I speak American best.

Yeah. What was the most difficult part about learning English for you?

There is nothing difficult about it. Me, I have a lot of my good friends from church. And they come over to my house, but they live far away. Because all of the people that we know, we used to live in Bradenton, Sarasota, and Tampa, so we know a lot of people from there, but in Brandon we don't know a lot of people.

Oh really. So did you have a lot of friends to talk to in English? Or did you speak to most of them in Korean?

I have more American friends.

Oh really. All right, were you in any ELL or ESOL classes or groups here?

(Head shake-No)

No you didn't participate in any?

I did the gifted test.

Oh did you? And are you in gifted classes?

No.

Maybe next year?

Maybe.

Okay, um, is it easier for you to speak English, write English, or listen to English? Or is it kind of the same?

Speak English.

It's easier to speak English than to listen to somebody else speaking English? Do you sometimes get a little confused whenever somebody is speaking?

Mmhm! My sister and my mom, they study English a lot.

Oh do they?

Mmhm! My sister, she studies the dictionary, and she tries to remember every single definition and everything she writes it down.

How old is your sister?

She is 17.

So is she graduating from high school soon?

She is supposed to be in 11<sup>th</sup> grade. She skipped a whole bunch of grades because she has been in the gifted program.

Oh really. Now was your sister born in Tampa, FL?

No, he was born in Korea and came here when she was a baby.

Oh did she? So did she have any trouble learning English, or did she not really struggle with it at all?

She never struggled with it. She speaks better than I do.

Does she really? Well, you guys both speak English well then. It is easy for you to speak in English. Is it hard for you to write in English?

(Head shake- no)

No, not really? What about in Korean? Do you have trouble speaking, writing, or listening in Korean, or do you get most of it?

Um...I can speak in Korean, I can talk in Korean, but I don't really...I could write Korean, but I'm not very good at it.

So did you learn Korean just from your family at home?

Uh-huh! My mom gets me a whole bunch of Korean books, and we borrow some from church.

So you can read Korean pretty well.

I read Korean.

Whenever you talk to your friends...you said most of your friends speak English now...do you have any friends that speak Korean? Or just the people at your church?

My church...we only speak Korean to our parents, and to my friends I only speak American.

Um...is there anything else that you would like to share about yourself?

No.

Okay thanks ☺

### **Interview Analysis** (by Kalisha Holloway):

- **Vocabulary:** I have noticed that in the beginning of the interview Haewon replies by simply nodding her head, or giving one-word answers. At first it seems like she is still in the first stages of learning. But as the interview continues she opens up more and her vocabulary becomes broader. She uses words like cousin, café, difficult, dictionary, and suppose.
- **Type and length of sentences:** Haewon uses head nods and one worded sentence in most of the interview but she does make full sentence in the last parts of the interview. Her sentence looks like she is very comfortable with English. There are a few grammar problems in her sentences but for the most part she understands English sentence structure. An example of

Haewon's sentence is "There is nothing difficult about it. Me, I have a lot of my good friends from church. And they come over to my house, but they live far away. Because all of the people that we know, we used to live in Bradenton, Sarasota, and Tampa, so we know a lot of people from there, but in Brandon we don't know a lot of people."

- Stages of Negation: Haewon is very fluent in English. She made a comment that English is not difficult for her. When she speaks in the interview she is in a stage 4 or above that. She understands the form of Do and don't she puts them into the right structure.
- BICS/CALP: Haewon is strong in both BICS and CALP she utilizes her strengths in her sentences. Haewon speaks English with her American friends but only speaks Korean with her parents.

Haewon feels that she is fluent in English and actually thinks she is better at English than Korean. She was born in Tampa so she does not feel that speaking English is difficult. She shows her strength in English by using proper sentence skills. Haewon is comfortable speaking English and Korean.

### **Reading Transcription** (by Rachel Larson):

First, Haewon chose to read the poem "If Once You Have Slept On An Island" by Rachel Field. This is what she read-

If once you have slept on an island  
You'll never be quite the same;  
You may look as you looked the day before  
And go by the same old name.  
You may bustle about in street and shop;  
You may sit at home and sew.  
But you'll see blue water and wheeling gulls  
Wherever your feet may go.  
You may chat to the neighbors of this and that  
And close to your fire keep,  
But you'll hear ship whistle and lighthouse bell  
And tides beat through your sleep.  
Oh, you won't know why, and you can't say how  
Such change upon you came,  
But—once you have slept on an island  
You'll never be quite the same!

Second, Haewon read the beginning of a story unfamiliar to her. This is the first paragraph of the story The Luck Stone by Lucille Griffin. This is what she read-

When I was a girl we lived all together in a house with a big wrap-around porch: me, my Mama and Daddy and my Great-grandmother, Mrs. Elzie F. Pickens. The F. stood for Free. She was about seventy some years old, my Great-grand. We used to sit out on that porch in good weather, and she would tell me stories about when she was a girl and the different things that used to happen and such as that.

Oh, I loved it so, I loved her so! Tee, she would call me. Sweet Baby Tee. Some of my favorite stories were her favorites too. Oh, how we both loved telling and hearing about the Lucky Stone!

**Reading Analysis** (by Rachel Larson):

Haewon is very advanced in her ability to recognize difficult vocabulary words. She clearly recognizes uncommon words such as “bustle” and “whistle” in the poem “If You Once Step Foot On an Island”, and she correctly reads all of the words in The Luck Stone. Haewon is able to read both passages without any help or prompting. Haewon’s teacher says that these passages are above Haewon’s grade level. Haewon has a wonderful grasp on vocabulary. Haewon note (in the interview) that a well-developed vocabulary is stressed in her home. She makes the statement that her sister basically “memorizes every word in the dictionary”. Haewon’s reading is very fluid, and she makes use of appropriate pauses at commas and end punctuation. Haewon has very little trouble pronouncing the words in the first or second passage. The recording makes Haewon’s reading sound a bit muffled, but this is a result of the static present in the library. Noisy children make for a unique environment ☺. Overall, I am very impressed with Haewon’s reading ability. She speaks clearly, she reads the passages with feeling, and she is aware of the concepts of print. Haewon Lee is a remarkable young lady!

**Writing Analysis** (by Carolynn Pearson):

There are certain expectations that teachers have for ELL students when they write in class. Haewon is a fourth grader from Korean and she demonstrates on level proficiency in English through her writing. Her writing ability in class for a fourth grade ELL student demonstrates that she knows how to write Standard English. In Haewon’s writing sample, I went through a rubric that I made up to analyze her writing. This is a standard expectation rubric that all 4<sup>th</sup> grade ELL students should be able to pass.

**Writing/purposes:** The student writes for a variety of audiences and purposes, and in a variety of forms. Write to inform such as to explain, describe, report, and narrate.

Haewon wrote a little about herself and her family. She explained and described when she was born and wrote that she had a father, a mother, a sister and a cousin, which she fights with her cousin a lot.

**Writing/capitalization/punctuation:** The student composes original texts, applying the conventions of written language such as capitalization and punctuation to communicate clearly. Haewon had some mistakes in capitalization and punctuation throughout her writing sample; for example, she did not capitalize the word January. She missed the period after the sentence, (*I am Korean*) These are common mistakes that ELL students make, but overall, her capitalization and punctuation is above level. She capitalized words like, her name, her dad’s name, her mom’s name, and her sister’s name.

**Writing/spelling:** The student spells proficiently. Haewon spelled very proficient. She did not have any missed spelled words in the writing sample.

**Writing/grammar/usage:** The student applies standard grammar and usage to communicate clearly and effectively in writing.

Haewon wrote in complete sentences. She used the right objective case pronouns when she was describing herself. For example, she wrote this sentence; *Me and my cousin like to fight a lot.* Haewon applied standard usage effectively in her writing.

In conclusion, Haewon used her sentence structure, adjectives, adverbs, prepositional phrases, and conjunctions as well as punctuation and capitalization correctly. Also, Haewon is strong in both BICS and CALP by her sentences. English for speakers of other languages (ESOL) students are at different stages of language acquisition. I would say that her writing ability is higher than the average ELL student, based on her background.

## **Phase 4:**

### **The Problem (Rachel Larson):**

Tomoko Tadashi was born in Yokohama, Japan (Nihon). Tomoko's first language is "Nihongo"/Japanese which is related to Korean. Tomoko speaks a dialect of Japanese that resembles the common dialect spoken in Tokyo.

In Japan, the children are educated through rote-learning techniques that avoid understanding the "inner complexities" and reasoning of the concepts that are being learned. Rote learning focuses on memorizing material so that it can be recalled in exactly the same format that it was written or spoken. Japanese schools utilize rote learning because it is difficult for many students to learn the large numbers of complex Japanese characters. Tomoko possesses an exceptional ability to "learn by repetition". Tomoko makes 100% on every spelling test as a result of this technique; however, she struggles to use the same words in comprehensive sentences.

Japanese schools are also characterized by passive learning. The idea behind the passive approach is that learning requires an individual to reflect on the information of which he/she is presented. In Japanese schools, students are not encouraged to be the first to answer a question. Rather, the students are encouraged to reflect on the situation, and in time, create a solution that demonstrates a great deal of thought. Tomoko is uncomfortable in active learning situations that require her to respond immediately. She struggles to find a correct answer as quickly as other students, and does not perceive a connection between speed of response and quality of response. Tomoko is often unable to finish an evaluation, because of the thought and depth that she puts into each response.

Another characteristic of the Japanese school system is competition. Students are not evaluated on the speed of their answers, but they are evaluated on how well they answer the suggested problem. To enter a prestigious Japanese school, a student must take numerous entrance exams for a limited amount of positions. Although Tomoko did not experience this part of the Japanese school system, she is exposed to this "hidden curriculum" through her family member's expectations. Given time, Tomoko is successful on an individual basis; however, she struggles in group settings. Tomoko does not understand the value of collaborative learning, and is

unfamiliar with the proper procedures involved in this approach. Tomoko does not participate with her classmates in group projects, she gives little in-sight in any class discussions, and she seems to shy away from making any lasting relationships with any of the students in the class. Tomoko works best through rote-memorization, passive learning, and individual activities.

**Tomoko (Rachel Larson):**

I don't like second grade. The teacher, she go too fast! Other kids always take my answers. I answer the question in my head, but before I raise my hand, teacher calls on Becky. She calls on Becky every time. I don't like Becky. Sometimes she calls on me, but I don't know the answer yet. She go to fast. I am a smart girl, my mommy said it. I can remember everything she tells me. The teacher says, "First write your name on your paper. Then answer the questions. When you are done, color the pictures." I never color the pictures. She picks up my paper too fast. The teacher tells my mommy that I am bad at following directions. I used to like second grade, not anymore! The teacher puts me in a group. I think that group work is silly. The teacher tells me to help my friends, but I don't want to give them my answers. They are not my friends. Then the teacher might think that the other students is smarter. I just like to work all by myself. My mommy helps me with my work. Kids in my class tease me. They say that I am not very smart. I just sit by myself.

**The School Counselor (Kalisha Holloway):**

I have not really had that many opportunities to interact with Tomoko since she has been in our school. But, in the last week she has been sent to my office twice with a teacher's note. The teacher has replied that Tomoko has refused to open up and participate in her group work. The teacher thinks that Tomoko is having a problem at home and would like me to try to talk to her. When Tomoko is in my office she doesn't say much. She will not ask questions or open up to me. When I try to talk to her she never looks me in the eyes and when she does respond it is with head nods. I feel that Tomoko is uncomfortable with her new surroundings and needs reinforcement. I know that Tomoko is not familiar with English culture and is not taking to it well. The teacher does not understand the different cultural background that Tomoko brings to the classroom. The problem is not Tomoko's attitude she is only acting the way she feels comfortable. I feel that the teacher and Tomoko needs to see me so we all can sit down and go over a more effective way to get Tomoko interested in her group work and still feel comfortable.

**The Classroom Teacher (Kalisha Holloway):**

Tomoko is a bright student but I feel that she is not working at her potential. When we have group work she hardly ever participates with the rest of the children. Also she never raises her hand to answer questions. I try to include her in many activities but this only seems to make her push away. When I talk to her alone she never looks me in the eyes and I feel like she is not paying attention to me. I wish she would answer more of my questions. On the positive side when I assign homework she always turns it in and it is always perfect. I would like to schedule a time when I can talk to her parents and see why she is so distant in class. I understand that Tomoko is fairly new to America but I don't understand why she never wants to participate in class. When I give assignments that require her to call out the answer she never does. I have to



call on Becky because she always has her hand raised. I feel like Tomoko is lazy and doesn't want to take the initiative to participate in class.

**Tomoko's Parents (Carolynn Pearson):**

My Tomoko is a very smart girl. I do not understand why the teacher is picking on her all the time. She never had any problems in Japan. Tomoko tells me that the teacher acts like she bothers her when she is answering questions, and sometimes interrupts her when she is in the middle of explaining a topic to her. My Tomoko is not lazy, either. She comes from a school that teaches very differently than the American way. My Tomoko says that it is the teacher that makes her the way she is. She never looks her in her eyes and she does not want to help other students because she does not want to give away her answers. That is an American choice that she can make for herself. I want some of these concerns answered that I have for my Tomoko. Her academic and social progress will suffer if it is left a lone and if something is not done I know my educational rights that my daughter has. Why is the teacher acting that way towards my Tomoko? Does she know anything about English Language Learners from Japan?

**ESOL Teacher (Rachel Russell):**

I have noticed that the teacher seems to be unaware of the differences between Japanese and American culture. Tomoko is used to a whole different style of teaching and her culture influences how she acts. I have contacted the teacher about using maybe some different approaches such as pairing her up with a buddy to help with directions and getting used to using social language, making an effort to involve Tomoko in class discussions, and calling on her occasionally. The teacher didn't seem to take my suggestions into account and I am going to talk with the principal about implementing a plan to better serve Tomoko. I think that more group work should be introduced so that Tomoko gets used to it and is not so intimidated by it. I am trying to cater learning so that it is relevant to Tomoko, allowing her to write about her culture and traditions. When I introduce literature, I find a way to activate prior knowledge by linking it to her life experiences.

**The Principal (Rachel Russell):**

I have been informed of the issues Tomoko has been facing and I am very concerned. I will be coordinating a meeting between myself, the ESOL teacher, the classroom teacher, parents, and Tomoko. I want to gain some insight into Tomoko's culture and learning style. I want a plan written up to show what the classroom teacher is going to do, to better integrate Tomoko into the classroom. I am also going to recommend that the teacher take some kind of cultural awareness/appreciation class. I want to see continued attempts at group work and increased social interaction. I want the parents to feel comfortable with what we are doing for Tomoko and I want to ensure the lines of communication are always open. I have scheduled a time to come in and observe the classroom and see how changes have been implemented.

**Phase 5:**

### **Possible Solution: (Kalisha Holloway)**

We the STAT team have reviewed the information, and have agreed on a solution for Tomoko Tadashi. It seems that Tomoko and her parents disagree with the methods that Tomoko's teacher is using in the classroom. There are apparent cultural differences that are affecting Tomoko's ability to do well in school. Tomoko comes from a culture where speed is not the best way of learning. She seems to be frustrated by the teacher's pace of instruction, and by the teacher's feedback to Tomoko's responses. Tomoko is also frustrated with the group work. She doesn't understand the importance of group collaboration. She feels that the other children will take her answers. Tomoko seems to work best under these three settings: Rote-Memorization, Passive learning, and Individual work. Here are some solutions that we have come up with:

- Tomoko will be allowed more time to complete her assignments.
- The teacher will randomly choose students to call on by pulling names from a box.
- The teacher will minimize the size of the groups to motivate Tomoko's participation. The group should consist of no more than three individuals. This will help Tomoko feel more comfortable working in group situations.
- Instead of interrupting Tomoko, the teacher will give a time limit for every student to think before answering the question (no less than 30 seconds). With this method, the teacher is able to keep the class moving, but still allow Tomoko ample time to compile her response before verbalizing it.
- The teacher should provide opportunities for the students to write their answers as opposed to always verbalizing them. This activity will allow Tomoko time to work alone, and at her own pace.
- The teacher should supply weekly progress notes for Tomoko's family. These notes should include information on Tomoko's scholastic and social success.

Tomoko does not seem to be struggling with the content of the assignments, rather, the administration. Tomoko is a very bright girl. Tomoko and the teacher must work together to create and personalize a plan of success!

### **Reflective Questions: (Rachel Russell)**

1. How could the teacher make Tomoko more successful in the classroom?
2. Can you describe the learning environment in Tomoko's homeland?
3. Is a bilingual education being encouraged for Tomoko?
4. Would Tomoko fare better on an intelligence test administered in Japanese or English? Explain.
5. How has the Tadashi's involvement in Tomoko's education impacted her learning?
6. Are there any other possible causes of Tomoko's stagnation in her English education?
7. How does Tomoko's lack of social relationships with other children affect her schooling/education?

### **Bloom's Taxonomy of Critical Thought: (Rachel Larson)**

*Level 1- Knowledge: Learn the information.*

**Sample Verbs: Define, find, follow directions, identify, know, label, list, memorize, name.**

1. What is the history of Tomoko Tadeshi's family with regards to the English language?
2. List the key developmental stages of language learners, and label Tomoko's progress is association with those stages.
3. How does Tomoko's family encourage her development with English?
4. Name some activities or characteristics of Tomoko's family life that might aid her in her attainment of the English language.
5. Identify the situations in which Tomoko uses her native language. Her home language.

**Level 2- Comprehension: Understand the information.**

*Sample Verbs: Account for, explain, express in other terms, give examples, retell, show.*

1. Please give specific examples of Tomoko's language situation before moving to America.
2. Should we assume that because Tomoko began her formal education in America, she should quickly adapt to American schools and the English language? Explain.
3. Describe some of the advancements that Tomoko made with regards to pronunciation.
4. In your own words, explain what "passive learning" means and how it relates to Tomoko's education.
5. Explain any cultural characteristics of Japanese culture that may have a significant impact on Tomoko's linguistic development.
6. Is it possible that Tomoko's learning difficulties are stemming from social maladaptation or culture shock rather than the teaching method?

**Level 3- Application: Use the information.**

*Sample Verbs: Apply, compute, construct, convert, demonstrate, derive, develop, solve.*

1. Does Tomoko's situation require parental and faculty intervention?
2. What are some activities that Tomoko's family could do at home to encourage more social interaction at school?
3. Construct a timeline to show Tomoko's progress with Japanese and with English.
4. Using your knowledge of Tomoko's linguistic development, construct a learning activity to help her in a specific language area (i.e. pronunciation, grammar, sentence structure, negation, etc.).
5. Research the rules and expectations of Japanese schools. Develop of list of classroom rules that integrate Japanese behavior expectations with American behavior expectations.

**Level 4- Analysis Level: Break the information down into its component parts.**

*Sample Verbs: Analyze, compare, contrast, criticize, debate, determine, diagram, discover.*

1. How does Tomoko's language development compare with that of other ELL students? Is she progressing sufficiently?
2. How does Tomoko's social development compare with that of other Asian ELL students? Are there any notable characteristics?
3. From the information given, determine whether Tomoko is bilingual, semi-lingual, or neither.
4. Draw a conclusion about the type of ESOL program, if any, in which Tomoko should participate.

5. Compare and contrast the expectations of Tomoko in her home environment, with the expectations of the school.

**Level 5- Synthesis: Put information together in new and different ways.**

*Sample Verbs: Build, combine, create, design, imagine, invent, make up, present.*

1. Does Tomoko's withdraw in social situations warrant psychological advice?
2. What might the results be if Tomoko continued her education without any outside intervention?
3. Is it possible that Tomoko's struggles are a result of the teaching approach of the instructor?
4. What are some alternative explanations of Tomoko's change in behavior?
5. Pretend that you have an interview with Tomoko Tadeshi. Create a list of questions to ask her at the meeting.

**Level 6- Evaluation: Judge the information.**

*Sample Verbs: Assess, defend, evaluate, grade, judge, measure, rank, recommend, select.*

1. Is Tomoko's scenario common among all ELLs?
2. Is it specific among ELLs from a certain region?
3. Should Tomoko's situation be addressed academically? Socially?
4. Is it the duty of the general education teacher to accommodate ELLs such as Tomoko?
5. Is Tomoko's behavior atypical for the school?
6. Evaluate the perceptions and misperceptions that school faculty members might have about Tomoko's (as an Asian ELL) ability to adapt to American language and culture.

**Letter From Home: (Carolynn Pearson)**

This is a note from the Tadeshi family. In it, they have made a few suggestions about some possible solutions to aid Tomoko's education.

I have been told that the way the classroom runs will be changed. My Tomoko has never been so unhappy about school in her life. I will make sure that several of the solutions that we discussed will be followed as well as my solutions that I would like to see progress.

I recommend that:

- The teacher allow my Tomoko plenty of time to complete classroom activities.
- The school educate the teacher with the skills that are needed for an ESOL student.
- The teacher let Tomoko know that group settings are OK.
- The teacher send progress notes home on a weekly basis.
- Tomoko is given an equal amount of time when answering a question.

**Teacher Note (Carolynn Pearson):**

Tomoko is a very smart girl with a lot of potential. Meeting the need of an ESOL child does not come easy for me. With that in mind, there will be a few things that I will change in my classroom to facilitate Tomoko's needs. The first thing that I will change is her learning environment. For example, I will give Tomoko more time to complete her work, I will put fewer children in group discussions, and I will attempt to meet any other needs that might come up in

the future. I will also attend ESOL courses to educate myself with ESOL students, so that I can understand and meet their needs at a higher education level. Finally, I will provide a progress update each week for her parent's. As her teacher, I want to make sure that she receives an education at the highest level.

### **Resources:**

List of Linux User Groups in Japan. "List of Linguistic Example Sentences". Retrieved on September 5, 2004 from <http://encyclopedia.thefreedictionary.com/List%20of%20Linux%20User%20Groups%20in%20Japan>.

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Japan-Guide.com. "Etiquette". Retrieved on September 9, 2004 from <http://www.japan-guide.com/e/e622.html>.

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