ECE 358 Language Case Study

1. Use the Student Oral Language Observation Matrix (S.O.L.O.M.) to assess the second language development of a young English Language Learner (ELL) <http://cal.org/twi/EvalToolkit/appendix/solom.pdf>. Reflect on the usability of this resource in your future life as an Early Childhood teacher. Participate in the Unit 5: Gallery Walk: Discussion. Post your reflection and professor's assessment in myLeo: ePortfolio (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes:** QEPA, QEP B, QEP C, E, F

1. Create a Case Study of one child, preferably an English Language Learner (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes:** QEP B, E, F, H

Select a child that you can study as work through concepts and ideas through this class. The child should be between 2 and 8 years old. Begin a portfolio for the child and meet with him or her from time to time to try strategies and assess and describe certain behaviors. Specifically, obtain a sample of writing, drawing, oral language, and a story retelling from the child. In addition, several of the measures provided in the course can be used to accumulate data about the child. For example:

1. When reading about language development, collect a language sample and analyze it for sentence length and numbers of different words. To elicit language from children, ask them to tell you about family, pets, TV shows they like, or games they play. Tape record the discussion and transcribe it for analysis. Use the SOLOM to evaluate an ELL and her progress in acquiring English.
2. In our study of phonology, and the hand, evaluate the child’s knowledge about print using the checklist to be provided in Unit 2.
3. In Unit 3, have the child retell a story that was read to him or her. Tape record the retelling and transcribe it. Analyze it using the measures that describe how to have the children retell, and rewrite stories.
4. In Unit 3, collect a writing sample from the child to determine the stage of writing and analyze it for sense of story structure, the mechanics of writing, and so forth. To elicit a writing sample, you might have the child draw a picture and write about it. Talk about ideas to write before writing. Assure emergent writers that any way they can write is fine. Show them samples of children’s writing from the text so they see that one- letter or scribble writing is fine.
5. In Unit 4, interview the child using the form provided that measures motivation for reading and writing.
6. When studying the family, interview the child’s parents using the English or Spanish forms to be provided in Unit 5, which are checklists concerning the home literacy environment.

Do not wait – this Case Study is comprehensive, an application of the theories and principles learned in the course. Spend time with your volunteer participant; listen deeply to his or her language development. Construct a vivid description, with audio or video samples, of language use and literacy activities of the child. Finally, write up your reflection, your conclusion about what all you learned about Language Acquisition through this Case Study of a Child Learning Language.