

# Student tutoring: Language Observations and Schedule for ESL That Immigrated at A Young Age

Minjie Wang

University of Southern California, Los Angeles, CA 90089, USA

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**Abstract:** With the development of technology, how could we consider and reflect on language exposure and benefits from electronic products. The scaffolding is a very effective teaching strategy for bilingual learners. We cannot have as much exposure to English as native speakers do due to several practical issues, and our reliance on our native tongue is strong. Therefore, it is essential to create a clear study step diagram. These issues include: (1) How to make adjustments throughout micro scaffolding in order to help students improve the weakness of English skills. (2) How could teachers design class sessions and what teachers should take into account? (3) How feedback works for students and how could teachers design a ideal assessment and feedback which could make the development and inspiration simultaneously?

**Keywords:** Language, Education, Assessment.

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## 1. Introduction

There are obvious differences in characteristics and learning process between children's second language acquisition and adults' second language acquisition. The field of children's second language acquisition has its own confusions and problems (Paradis, 2007); As Thompson & Jackson (1998) state, "Second language researchers cannot treat children in the same way as adult subjects because their abilities, perspectives, and needs are different from those of adults. Children enter the research environment in a unique way, while research encounters different risks and rewards as a result of their participation." Language teachers who appreciate theories of second language acquisition research and summarize teaching methods and practice models will be better able to apply a scientific approach to second language acquisition research in teaching so that they can find the most appropriate language teaching model according to the laws of learning and improve the efficiency of language teaching.

### 1.1. Contextual Evaluation

My student is a six-year-old child from Pasadena, California who was born in China and moved there with his parents when he was three. He also has a brother who is eight years old and a sister who is twenty. He is in first grade and speaks Mandarin as a first language. Regarding his daily recreation time, his mother is pretty rigorous. He was only allowed to watch TV for a total of 20 minutes before having to turn it off. His mother also imposes restrictions on their use of any technology. Because we live in an electronic information age, it will be somewhat difficult for me to assist him in reaching his reading goal. Despite speaking Mandarin as his primary language, he immigrated to the US at a young age. His language environment is primarily English as a result. His original ambition to speak English is about to increase reader attention because it is not a major thing for him. Overall, my tutee's English level does not fall into the developing group, which is indicated by a restricted capacity for communication in English and a little familiarity with English norms.

### 1.2. Language findings

My student speaks English at an intermediate to moderate level. The classification is predicated on the knowledge that he can successfully handle a constrained amount of simple statements. There are a number of reasons why English speaking proficiency is intermediate-low. The tutee is first expected to have a fully developed command of the language by the age of six. The tutee's language speaking skills, on the other hand, were not fully developed. It perfectly captured the characteristics of a three-year-old. Studies show that because basic Chinese units are monosyllabic, learners separate English words instead of combining them seamlessly into a "stream of speech." The staccato impact of a Chinese accent is enhanced by this. Swan & Smith's learner English is used. For example, the tutee tells me during the interview that "me and my brother study English reading now, tomorrow, and evening."

This difficulty can be linked to a language delay brought on by physical speech issues brought on by exposure to linguistic environments other than one's native tongue. The tutee's sociocultural background—he was born in China and arrived in the United States at age three, when he had already acquired Mandarin as a native language—can be linked to his difficulty to fully acquire linguistic fluency. Thus, children as young as six can still learn a new language with ease, showing rapid language development. However, parental practices like severe time limits on watching television (just 20 minutes) can be blamed for the sluggish learning process. It might be argued that interactive media like television is the primary way that kids learn language skills like word pronunciation.

Despite the fact that my student was born in China, he emigrated to the US when he was very young. As a result, he tends to speak more English and it is not a major difficulty to help him tell Mandarin from English. The word "A" is the first linguistic blunder I came across. When the letter "A" is used in various contexts, my tutee is unable to determine the precise pronunciation. For instance, "a" should be pronounced [ɑ] rather than [e] when used as a quantifier.

In addition, he finds it challenging to pronounce vowels and consonants without using his voice. For instance, my tutee might accidentally pronounce the voiceless consonant

/s/ as voiced. (Phonological Alphabet) Because most Chinese dialects do not have a /z/ sound, my tutee might very easily pronounce /s/ instead of /z/ incorrectly. Swan & Smith's *Leaner English* is used. I created lists of language exercises like creating sentences with predetermined structures so that certain consonants may be utilized again in a circle throughout the entire session in order to have more integrated pronunciation. (American English Consonants, Shakhbagova)

## 2. Literature Review

Children's language acquisition depends not only on acquisition but also on learning. In previous studies, there are four main types of bilingual learning for children:

In the first case, the children are born into bilingual families where the children will naturally acquire bilingualism in a bilingual environment.

In the second case, the children live in monolingual families and encounter bilingualism after school, where the educational system uses two languages for teaching activities, and the children gradually learn to use both languages through continuous exposure to bilingualism. In this case, children learn the second language passively and usually return home or use the first language, that is, their mother tongue, in daily life, while using the second language, that is, the common language, in the school environment or in formal occasions, which causes an imbalance in the use of the two languages in the long term and tends to interfere with each other, and the speed of interconversion between the two languages affects children's understanding of knowledge and, further, their

academic performance.

In the third case, the acquisition of a second language comes naturally through direct and long-term contact with the society in which the second language is spoken after childhood. Examples include families who move abroad, ethnic minorities who move to a national or linguistic area, or ethnic Han who move to an area where ethnic minorities live. This is often the case where the real needs of the situation make the learner take the initiative to learn a second language, and although proficiency in the language is limited, a level of realistic communication can be achieved.

In the fourth case, the second language is acquired by taking classes in school.

The field of children's second language acquisition has its own confusions and problems (Paradis, 2007); as Thompson & Jackson (1998) state, "Second language researchers cannot treat children in the same way as adult subjects because their abilities, perspectives, and needs are different from those of adults. Children enter the research environment in a unique way, while research encounters different risks and rewards as a result of their participation." Language teachers who appreciate theories of second language acquisition research and summarize teaching methods and practice models will be better able to apply a scientific approach to second language acquisition research in teaching so that they can find the most appropriate language teaching model according to the laws of learning and improve the efficiency of language teaching.

## 3. Planning and Instruction

**Table 1. Planning & Instruction details**

| Session 1 | Lesson objective<br>By the end of the session, the student will be able to .... (complete with an action verb that is measurable)   | EDUC 656 Course/program materials for support (course readings, videos, ect...)  | Lesson materials<br>(list materials that you will use for your student during the session)  | Lesson activity<br>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)   | Was the stated objective reached? What was the evidence?<br>(Informal assessment)  |
|-----------|---|--|---|--|--|
|           | By the end of the lesson, my student will be able to orally describe some interesting tips about tennis and summarize the story in the sentence structure of "beginning process+ ending" and what he could learn from Serena William. | 7 FACTS ABOUT THE HISTORY OF TENNIS:<br><a href="https://docs.google.com/document/d/1YkvS-toNTAguwtMbuIB-Xv9fyP_mP4sEO/edit">https://docs.google.com/document/d/1YkvS-toNTAguwtMbuIB-Xv9fyP_mP4sEO/edit</a><br><br>Serena Williams_ A Kid's Book About Mental Strength and Cultivating a Champion Mindset<br><a href="https://d.docs.live.net/83e63322ded784d6/Desktop/Kindle.lnk">https://d.docs.live.net/83e63322ded784d6/Desktop/Kindle.lnk</a> | <ul style="list-style-type: none"> <li>●IPA Interactive if needed</li> <li>●Students first have a general view about history of tennis</li> <li>●Then list the vocabulary he can't recognize and help him study the word based on the context.</li> <li>●Book reading: Serena William</li> <li>●Substitute him into the story and ask questions like if you meet her problem, what will you solve?</li> </ul> | <p>Presentation Stage – Reading Lesson Plan<br/>It is the first class so the common topic between me and the student is crucial so that we could build some connection and better for later lessons.</p> <ul style="list-style-type: none"> <li>●Motivate the student's interesting topic: Tennis</li> <li>●Before the reading, gather information about how much he knows about tennis</li> <li>●Warm-up: then refer to the reading materials: 7 facts about the history of tennis and let them have a guess before they read point by point like who originally play tennis. <ul style="list-style-type: none"> <li>●After the facts reading, then have the introduction of Serena Williams -- an American inactive professional tennis player. She was ranked world No. 1 in singles by the Women's Tennis Association (WTA) for 319 weeks, including a joint-record 186 consecutive weeks, and finished as the year-end No. 1 five times.</li> <li>●Set up a reward—if you answer the question correctly, then you could have the reward. Make up the questions like is this a fiction or nonfiction? Describe what happened in the story? What does the main character in the story want? Describe how you can use what you learned from the story in your own life?</li> </ul> </li> <li>●Let students try to substitute into the scenario and take him up to spiritual achievements.</li> </ul> | <p>Henry was able to describe where and when tennis originated from?</p> <p>Henry was able to state many firsts like in 1881, the very first US Open was...<br/>In 1896, tennis was first played...<br/>In 1897, the French Championships...</p> <p>Henry was able to summarize the story with the structure of "Beginning process+ ending".</p> |

| Session 2 | Lesson objective   | EDUC 656 Course/program materials for support (course readings, videos, ect...)            | Lesson materials   | Lesson activity<br>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)  | Was the stated objective reached? What was the evidence? (Informal assessment)  |
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|           | By the end of the lesson, my student will be able to orally describe the text in the structure of A baby__ is called a __. By the end of the lesson, my student will be able to orally describe the characteristics of the spider.                             | After-school required books by the class. Spider and Baby animal.                          | Two Picture books named Spider and Baby animal.<br><br>A whiteboard will be used later to make students better understand and pair the animal and baby animal.           | Review about last class:<br>When did you play tennis last time?<br>How much do you still remember interesting tennis facts?<br><br>Book reading: Spider<br>Summarize three characteristics of the spider that you could learn from the textbook.<br><br>Book reading: Baby animal.<br>List the unknown vocabulary: Fawn, Foal and inaccurate pronounced word: Koala.<br><br>Identify the text category: Fiction or Nonfiction<br><br>Use the whiteboard, let Henry's brother draw the animals' portrait on the whiteboard and let Henry name it one by one to examine whether he is familiar with the definition of the words. After that, let him pair out the baby animals' names one by one.                   | Henry could memorize and clearly summarize the characteristics of the spider listed in the textbook, in addition, he could extend some other features that he read before besides this reading.<br><br>Henry could pair the animals and their babies for most species. For the correctly paired animals, he could use the sentence structure to describe what he learned about the baby animal from the textbook. For the other ones, I put some more vocabulary input and exposure for him so that he could have some more impression on it and this is a new achievement for him because he studied some new words. |
| Session 3 | Lesson objective   | EDUC 656 Course/program materials for support (course readings, videos, ect...)            | Lesson materials   | Lesson activity<br>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)  | Was the stated objective reached? What was the evidence? (Informal assessment)  |
|           | By the end of the lesson, my student will be able to describe the Apple tree cycle and use the analogy ideology to example any other growth cycle.<br><br>By the end of the lesson, my student will be able to describe some main characteristics of Ladybugs. | After-school required books by the class.<br><br>Apple tree and Ladybugs.                  | Two Picture books named Apple tree and Ladybugs.<br><br>A whiteboard will be used to assist my student to draw and plan a new life cycle.                                | Inspection for last class new vocabulary: Fawn, Foal and Koala<br>Examine other animals' names.<br><br>A quick review about the reading questions to get familiar with the target questions that will be asked after reading.<br><br>Book reading:<br>1.Ladybugs and new vocabulary listed: Stripe (Help him define the word by the evidence provided in the book picture)<br>2.Apple tree<br><br>Identify the text category: Fiction or Nonfiction<br><br>Answer session: Each question was given one minute to answer.<br><br>Extended reading: My student chose the topic of human cycle and listed the steps and drew the outline of the cycle, in the order of "baby"->"kid"->"teenager"->"grown-up"->"old". | Henry was able to answer how ladybugs look and how their living habits. In addition, Henry would define the word "Stripe" by my instruction of "How could you find the difference between these two ladybugs?". Then he found that "stripe" means "line".<br><br>Henry was able to debrief the apple tree cycle. in the order from the seed to harvest. After that, my student also got the explicit cycle order for human beings.  |
| Session 4 | Lesson objective   | EDUC 656 Course/program materials for support (course readings, videos, ect...)            | Lesson materials   | Lesson activity<br>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)  | Was the stated objective reached? What was the evidence? (Informal assessment)  |
|           | By the end of the lesson, my student will be able to list what animals live in Canada.<br><br>By the end of the lesson, my student will be able to list what do animals eat and make some  | After-school required books by the class<br><br>Animals of Canada and What do animals eat? | Two Picture books named Animals of Canada and What do animals eat.<br><br>A white board was used to pair the food and animals after reading to strengthen the retention. | Inspection of the new word from the last class:<br>Stripe<br><br>Warm-up question:<br>ask the question that what do (some regular animals like dog/cat/rabbit) eat for their food?<br><br>Before book reading:<br>Extended topic:<br>Canada is located in the north of the US.<br>What animals have you seen in the US?<br>Book reading:<br>1.Animals of Canada   | Henry was able to recognize the animal breeds that live in Canada.<br><br>Henry was able to pari the food with animals and also make some more realistic examples using the formal sentence structure of " A panda eats bamboo".  |

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|                  | more examples outside the textbook.   |  |  | New vocabulary and inaccurate pronunciation:<br>"Goose" and "loon"<br>/ gu:s / and / lu:n /<br><br>What do animals eat?<br>We used the whiteboard and let my student draw the food first under my instruction and then animals.<br>After all jobs are done, make him pair the connections to examine whether he has memorized.  |   |
| <b>Session 5</b> | <b>Lesson objective</b>   | <b>EDUC 656 Course/program materials for support (course readings, videos, ect...)</b> | <b>Lesson materials</b>  | <b>Lesson activity</b><br><b>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)</b>  | <b>Was the stated objective reached? What was the evidence? (Informal assessment)</b>   |
|                  | By the end of the lesson, my student will be able to identify the new vocabulary appeared in the passage.<br><br>By the end of the lesson, my student will be able to answer each question to complete the sentences.   | Jack's birdhouse   | <a href="https://docs.google.com/document/d/1DbxPcUgC-o9-G5SQtfFAoio_n_9PESO6fndH_jFAEgi4/edit">https://docs.google.com/document/d/1DbxPcUgC-o9-G5SQtfFAoio_n_9PESO6fndH_jFAEgi4/edit</a>  | New vocabulary bridging:<br>Birdhouse; wood.<br>Number related words: second; third; fourth.<br><br>Trigger question: what would you use if you need to build a house?<br>Go over the pronunciation of "wood" which learnt before.<br><br>Pass through the passage; it is the first time that student to read a long passage like this so we divide it into three parts so that my student would not feel too anxious.<br><br>Question exercise:<br>What does Jack want to build?<br><br>He wants to build a ____.<br><br>Who helps him?<br><br>His ____ helps him.<br><br>Where does he put the birdhouse when he is done?<br><br>He hangs it in a ____. | Henry could read aloud all the vocabulary in correct pronunciation and use these words for some simple sentences.<br><br>Henry got 3 out of 3 points for the exercise in frequent speaking. |
| <b>Session 6</b> | <b>Lesson objective</b>   | <b>EDUC 656 Course/program materials for support (course readings, videos, ect...)</b> | <b>Lesson materials</b>  | <b>Lesson activity</b><br><b>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)</b>  | <b>Was the stated objective reached? What was the evidence? (Informal assessment)</b>   |
|                  | By the end of the lesson, my student will be able to identify the new vocabulary.<br><br>By the end of the lesson, my student will be able to answer each question to fulfill the entire sentence and multiple answers. | The missing doll   | Vocabulary:<br>clothes shelf room<br>blanket floor bed<br><br><a href="https://docs.google.com/document/d/1XFh-nuFJSOUhRigeWV mRULZBIxmpFajMcH-HKijvq8/edit">https://docs.google.com/document/d/1XFh-nuFJSOUhRigeWV mRULZBIxmpFajMcH-HKijvq8/edit</a>                        | 1. Circle the correct answer.<br><br>Jane lost her ____.<br>a. pet<br>b. doll<br>c. truck<br><br>Jane found it under her ____.<br>a. clothes<br>b. blanket<br>c. hat<br><br>At the start of the story, Jane's room was<br>a. clean<br>b. messy<br>c. green<br><br>Answer each question.<br><br>Have you ever lost anything?<br>What was it?<br>Where did you find it?   | Henry got 4 of 4 points for the multiple questions.<br><br>Henry also was able to make simple sentences and could link them into a simple paragraph.  |
| <b>Session 7</b> | <b>Lesson objective</b>   | <b>EDUC 656 Course/program materials for support (course readings, videos, ect...)</b> | <b>Lesson materials</b>  | <b>Lesson activity</b><br><b>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)</b>  | <b>Was the stated objective reached? What was the evidence? (Informal assessment)</b>   |
|                  | By the end of the lesson, my student will be able to identify the new vocabulary.   | Marty the Clownfish  | Vocabulary:<br>clownfish dogfish<br>jokes sea lionfish<br>serious shark laugh<br><br><a href="https://docs.google.com/document/d/1XFh-nuFJSOUhRigeWV mRULZBIxmpFajMcH-HKijvq8/edit">https://docs.google.com/document/d/1XFh-nuFJSOUhRigeWV mRULZBIxmpFajMcH-HKijvq8/edit</a> | 1. Choose the correct answer.<br>What kind of fish is Marty?<br>a. angelfish<br>b. clownfish<br>c. lionfish<br>d. swordfish   | Henry was able to make 3 out of 3 multiple questions.<br><br>Henry was able to circle 3 out of 3 sentences  |

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|                  | By the end of the lesson, my student will be able to answer each question to fulfill the entire sentence and multiple answers.   |  | com/document/d/1NPPZcp-dldqRGhFA_biKyZhMNeoL5v_1wXr7SYpJKQY/edit  | <p>Marty is sad because:</p> <ol style="list-style-type: none"> <li>He is not tall.</li> <li>He is not smart.</li> <li>He is not funny.</li> <li>He is not red.</li> </ol> <p>Which of the following is a lesson that Marty learned in the story?</p> <ol style="list-style-type: none"> <li>Be yourself.</li> <li>Try harder.</li> <li>Tell the truth.</li> <li>Study more.</li> </ol> <p>2. Circle the correct choice in the sentences below.</p> <p>In the story, the (stingray / shark) helps Marty. At the end of the story, Marty wants to (read a book / tell a joke) to his friends. Marty lives in the (river / sea).</p> <p>3. Write a sentence below to tell how Marty got new friends in the story.</p>   | <p>questions.</p> <p>Henry was able to rewrite a paragraph to summarize the story.</p> <p>For the writing, Henry needs some more exercise of function words.</p>  |
| <b>Session 8</b> | <b>Lesson objective</b>  | <b>EDUC 656 Course/program materials for support (course readings, videos, ect...)</b> | <b>Lesson materials</b>   | <b>Lesson activity</b><br><b>Incorporation of 1 or 2 of the 4 skills (reading, writing, listening, speaking)</b>  | <b>Was the stated objective reached? What was the evidence? (Informal assessment)</b>   |
|                  | <p>By the end of the lesson, my student will be able to identify the new vocabulary.</p> <p>By the end of the lesson, my student will be able to answer each question to fulfill the entire sentence and multiple answers.</p> | Money is funny   | <p>Vocabulary:<br/>groceries wash paid money earn work</p> <p><a href="https://docs.google.com/document/d/1mucspUqgpf7Gb6saCVzIfD6K0aqNg9zqCFnkbMc7KTY/edit">https://docs.google.com/document/d/1mucspUqgpf7Gb6saCVzIfD6K0aqNg9zqCFnkbMc7KTY/edit</a></p> | <p>Pick the correct answer.</p> <p>Mary washed:</p> <ol style="list-style-type: none"> <li>a toy store</li> <li>her hair</li> <li>a car</li> </ol> <p>Mary colored paper green with:</p> <ol style="list-style-type: none"> <li>her pencil</li> <li>some spinach and lettuce</li> <li>a crayon</li> </ol> <p>Money is:</p> <ol style="list-style-type: none"> <li>made by coloring paper green</li> <li>found on trees in the forest</li> <li>special paper you have to work for</li> </ol> <p>Answer these questions.</p> <p>How did Mary try to make money?<br/>What did Mary do to earn some money?<br/>What did Mary's dad buy with his money?</p> <p>Extend question:<br/>Look at a piece of paper money. Try to find words on it that you know how to read.</p> | <p>This is the last session for Henry so I picked one advanced passage for him and some more exercise.</p> <p>Henry was able to answer 2 out of 3 questions. He got the last multiple question wrong; he said the options text were a little long, so he was a little struggling.</p> <p>Henry could answer three sentence questions correctly but still needs more focus on logical and sequence.</p> <p>Great job on extended question.</p> <p>We compared dollars and CNY together</p> |

#### 4. Assessment

My student's major learning objective is to expose him to more English reading while also assisting him in developing his vocabulary, speaking, and grammar skills. I combined the three primary abilities of reading, speaking, and writing using the reading logs that students were required to complete each week. Before class began, I would set up warm-up exercises and compile a list of new words that I thought students could find challenging in order to bridge the gap between the new content and their past knowledge, depending on the weekly reading theme. Additionally, I would give my student a lengthy learning task, such as a writing sample or a straightforward drawing pair or circle, before I ended the lesson. Most of the time, the student was able to learn and retain new terminology from the passage and develop comprehension through his own words. He was able to

decipher terms for the vocabulary portion using my cue of capitalization or puzzle work. Additionally, rather than just memorizing it, he could understand phrases that were familiar in a new context. After the reading portion, I would ask him to explain the passage verbally (using only the original passage's phrases), in order to test his memorization and linguistic organization skills. This test measures the student's speaking proficiency and reading comprehension. The final component of the lesson is completely output for the student. If the text is a novel, he must write a summary in most of his own words. If the passage is not a novel, he must continue the paring work or create a new subject circle with a structure that is comparable to the passage. In order to enable his growing access to more sophisticated language and material, the tutee must now manipulate new language by changing it from one form or genre to another.

**Table 2. Assessment Design assignment**

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| <p>Content Standards:<br/> WIDA ELD Standard: Reading informational text<br/> WIDA ELD Standard: Vocabulary acquisition and usage</p>  |
| <p>Assessment Objective(s):<br/> There are six different kinds of assessments: ipsative, norm-referenced, summative, diagnostic, and formative. These evaluations are utilized to enhance student learning and enhance the instructional approach. I decided to use formative evaluation out of these.<br/> I decided to use formative evaluation out of these.<br/> This test intends to evaluate my student's prior understanding of the speaking and vocabulary skills that he was taught last week. Additionally, it will provide a suggestion as to whether the expected results were actually achieved. Additionally, it will help the pupils' social and physical motor skills.<br/> In order for the students to comprehend the details of the solar system and the value of teamwork more clearly, presentations will be given by the students, who will do so in groups.<br/> Additionally, it will detail how to enhance educational and learning methodologies and programs for future students' enhanced learning.</p>  |
| <p>Assessment: What questions will they (students) get? (Please insert a student version of the assessment, not the description of how you will be assessing them)<br/> I gave my students a thorough history and development lesson on tennis last week. I now want to evaluate their comprehension of the lesson, their mental clarity, and how well they handle pressure when given an assignment with only two days' notice.<br/> The student will create a presentation for this reason. I'll play his sibling, parents, and audience members like his peers. He must make sure the presentation is just the right length—not too long, not too short—and that it provides a thorough comprehension of the subject. Use graphics, papers, and whatever else is necessary to make it more appealing so that the audience in the classroom is interested and eager to listen in order to achieve the main goal of the assessment (technology equipment is only permitted when setting up presentations; it is not allowed in weekly lessons). To finish his assignment, he can also refer to books and other sources. In the demonstration session before the presentation day, I asked him to utilize PowerPoint as their presentation's platform (after consulting and bargaining with his mother). Actually, because he doesn't often get the chance to play with any electronics, it's kind of a reward for my pupil. As a result, it might inspire my pupil to put more effort and preparation into this presentation. The questions and clarifications concerning the presentation were the focus of the demonstration class. Additionally, I advised my students to contact me if they had any questions about their assignments or wanted me to review their previous work.<br/> He is quite brilliant and diligent, and my students in first grade. He picks things up quickly, is constantly ready to learn, and is articulate. He is constantly thinking of new ideas and figuring out how to put them into practice. The presentation is an excellent approach to review, especially in groups, to help my student comprehend the value of teamwork and get over his social anxiety because he is somewhat hesitant when he encounters a large group of people like in a real school classroom.</p> |

Grading Criteria: Insert a checklist, answer key, or rubric. Ensure the grading criteria, your expected performance, and "answers" align with the assessment strategies and objectives.

**FEEDBACK:**

The pupil performed a fantastic job all around. The assessment's idea and goal were accomplished. I wanted to gauge my student's retention of the lecture. The student

engaged in active participation, and I'll go over the system's grading standards. The student demonstrated maturity by completing the presentation on time and giving a polished performance in front of the audience. Overall, it was a nice attempt, and his parents and brother did a fantastic job of portraying his classmates and giving him a lot of eye support to help him become more confident.

**Table 3. Feedback**

|                              | Excellent:  | Good:   | Can be improved:  |
|------------------------------|---|---|---|
| The narration of the content | The concept was presented and explained very well—excellent work and very well elaborated in general.   | A good effort, but the concept needed to be linked and connected with what was portrayed visually.                            | The content was acceptable, but it could be much improved. Knowledge and the overall content could have been more satisfactory.   |
| Task justification           | The given topic was very well aligned and explained with facts and figures. The questions that were asked at the end of the presentation were very well answered. | The topic was justified well with explained facts and characteristics. However, some points could have been explained better. | Facts and figures were not at all justifiable; questions were not answered satisfactorily. It needs a lot of improvement with great vigilance and presence of mind to ensure preciseness. |
| Speaking skills              | Very well presented, impressive way of presentation   | Good speaking skills with an impressive presentation of the given topic.  | Needs improvement in overall every aspect of his speaking skills.   |

## 5. Reflection

In my opinion, scaffolding is a very effective teaching strategy for bilingual learners. We cannot have as much exposure to English as native speakers do due to several practical issues, and our reliance on our native tongue is strong. Therefore, it is essential to create a clear study step diagram. The pupils were even able to identify what the theme of the current lesson could be that would initially peak their interest each time I introduced new material to them before I started my session. I was then better and even more assured in my ability to grasp my model portion because I had given the pupil some time to get ready for it. Teaching is more than just imparting knowledge to students; it also places a stronger emphasis on their critical thinking and engaged learning. Rote will not be of much assistance to ESL learners; instead, the main objective for both the teacher and the pupil is to find extensive ways to apply them in different contexts. For

instance, if you want to acquire a particular term for your vocabulary, you can't just use it in the sentence that is given.

## References

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