

# **Fieldwork Paper**

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**EDPN 673: Methods and Materials for Teaching English as a Second Language**

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## **Preschool classroom #1 Observation: (2/4–2/10)**

### **Introduce the Setting: Provide context about the classroom observed:**

After observing the teacher in a preschool bilingual classroom, I noticed that the environment was carefully designed to support early language development. Student work was displayed around the classroom, creating a sense of ownership and engagement. The teacher used labels in both English and Chinese for classroom centers, desks, and materials. Each desk had a label with the student's name, and learning materials such as letters, numbers, and shapes were clearly displayed. In addition, each center shelf and toy bin included pictures along with written labels, helping students connect words with objects. The classroom was vibrant, colorful, and well-organized, creating a safe and supportive environment where students felt comfortable learning English while also using their home language. This setup encouraged participation and supported both language development and student independence.

### **Present Findings: Discuss the pedagogical approaches, strategies, materials, and assessment methods observed and their effectiveness.**

The teacher implemented a variety of pedagogical approaches and instructional strategies to support ELL/ML learners, including questioning, modeling, scaffolding, repetition, visual supports, and the use of home language assistance. For example, the teacher wrote the question, "How many paper towels should we use to dry our hands?" on the whiteboard, prompting students to respond orally while providing modeling and scaffolding to support language development. During a read-aloud of *Llama Llama Red Pajama*, the teacher paused frequently to ask questions and used gestures and visual supports to reinforce vocabulary and comprehension, encouraging active participation. Students were also engaged in a drawing-and-tell activity to retell the story, using the book as a visual reference while the teacher provided scaffolding and

modeling to support comprehension and oral language development. Additionally, the teacher introduced clothing vocabulary using pictures as visual supports, and students practiced new vocabulary through repetition and teacher modeling. In a follow-up activity, students cut and sorted clothing pictures by season, reinforcing vocabulary through hands-on learning and helping students make connections between language and real-world concepts. The teacher assistant provided translation into Chinese when needed, which further supported comprehension and allowed students to connect new English vocabulary with their home language. Assessment was conducted informally through questioning, student responses, and participation in activities, allowing the teacher to monitor student understanding and adjust instruction accordingly. Overall, these strategies were effective because they provided multiple opportunities for students to engage with content, develop language skills, and demonstrate understanding in meaningful and accessible ways

**Analyze Student & Teacher Feedback: Offer insights into the experiences and perspectives of both groups, making connections between the two when relevant.**

The students were engaged throughout the lessons and participated in activities such as answering questions, drawing, and sorting pictures. When students were confident, they responded orally in English, and when they were unsure, they pointed to visuals or demonstrated their understanding through actions. Some students also spoke Chinese to the assistant teacher, who then translated their responses into English for the teacher. This helped students communicate their ideas while still developing their English language skills. The teacher used modeling, repetition, and visual supports to help students understand the lesson and build their language skills. During the interview, the teacher explained, “I use a lot of visuals, repetition, and hands-on activities because my students are at different language levels,” which was evident in

the classroom observations. The teacher also stated, "I use informal assessments like asking questions and observing student participation," and this was observed during lessons where the teacher asked questions and monitored student responses. When students were shy or hesitant to speak, the teacher encouraged them through small-group activities and repetition, helping them feel more comfortable participating. These strategies supported students' language development by allowing them to engage with the lesson in different ways and gradually build confidence in using English. The use of the home language as a support was also evident when students communicated through the assistant teacher before responding in English. This aligns with research that emphasizes the role of translation in early language learning, as Celce-Murcia et al. (2014) explains, "The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out" (p. 7).

### Preschool classroom #1 Observation notes:

2/4/2026

- The teacher gathers students on carpet
- Sing \* the morning song
- \* The days of the week
- I used some body movements, in
- \* The months of the year gear.

• go over the visual schedule, points to each activity

- writes question on the board:
- "How many paper towels should we use after wash our hands?"
- Calls on students / some students answer "one / two"
- Some students show fingers instead of speaking

2/5/26

Read aloud lesson: ~~The~~ ~~11~~

Llama, Llama Red Pajama

- The teacher pauses, asks questions
- "Who is in the story? What is Llama wearing?"
- "Is Llama happy or scared?" What is llama doing
- The teacher uses gestures (sleeping motion, pointing to pictures)
- Students repeat words after teacher
- Some students quiet / some point to pictures.

After reading → drawing activity

- Student draw scenes from story
- Teacher walks around, asks "what is this, what do you remember from the story?"
- Some students speak English.
- Some speak Chinese to ~~the~~ T.A.
- T.A. translates to English.
- The teacher gives praise "Good job"
- Help students form sentences

## **Preschool classroom #2 Observation (2/11-2/28/2026)**

### **Introduce the Setting: Provide context about the classroom observed:**

After observing the second preschool classroom, I noticed that the learning environment was similar to the first classroom in that it was structured to support language development through visuals, labeled materials, and interactive learning centers. The classroom was organized and student-centered, with materials easily accessible to encourage participation and independence. Visual supports and real-life objects were used throughout the classroom to help students make connections between language and meaning. The environment promoted both engagement and communication, allowing students to actively participate in daily activities.

### **Present Findings: Discuss the pedagogical approaches, strategies, materials, and assessment methods observed and their effectiveness.**

Although this classroom shared many similarities with the first, the teacher placed a stronger emphasis on hands-on and interactive learning activities to support ELL/ML learners. The teacher used modeling, guided participation, visual supports, and real-life objects (realia) to support comprehension and language development. During a math lesson, students learned about time by creating clocks using paper plates, with the teacher modeling each step and guiding students through the activity. The teacher also incorporated culturally responsive instruction by having students create a horse for Chinese New Year, introducing cultural vocabulary through hands-on learning. Additionally, the teacher introduced vocabulary using real-life objects, allowing students to interact directly with materials to build understanding. Sentence frames were used during Morning Meeting to support students in forming complete sentences, helping them develop oral language skills. The teacher also introduced the concepts of reduce, reuse, and

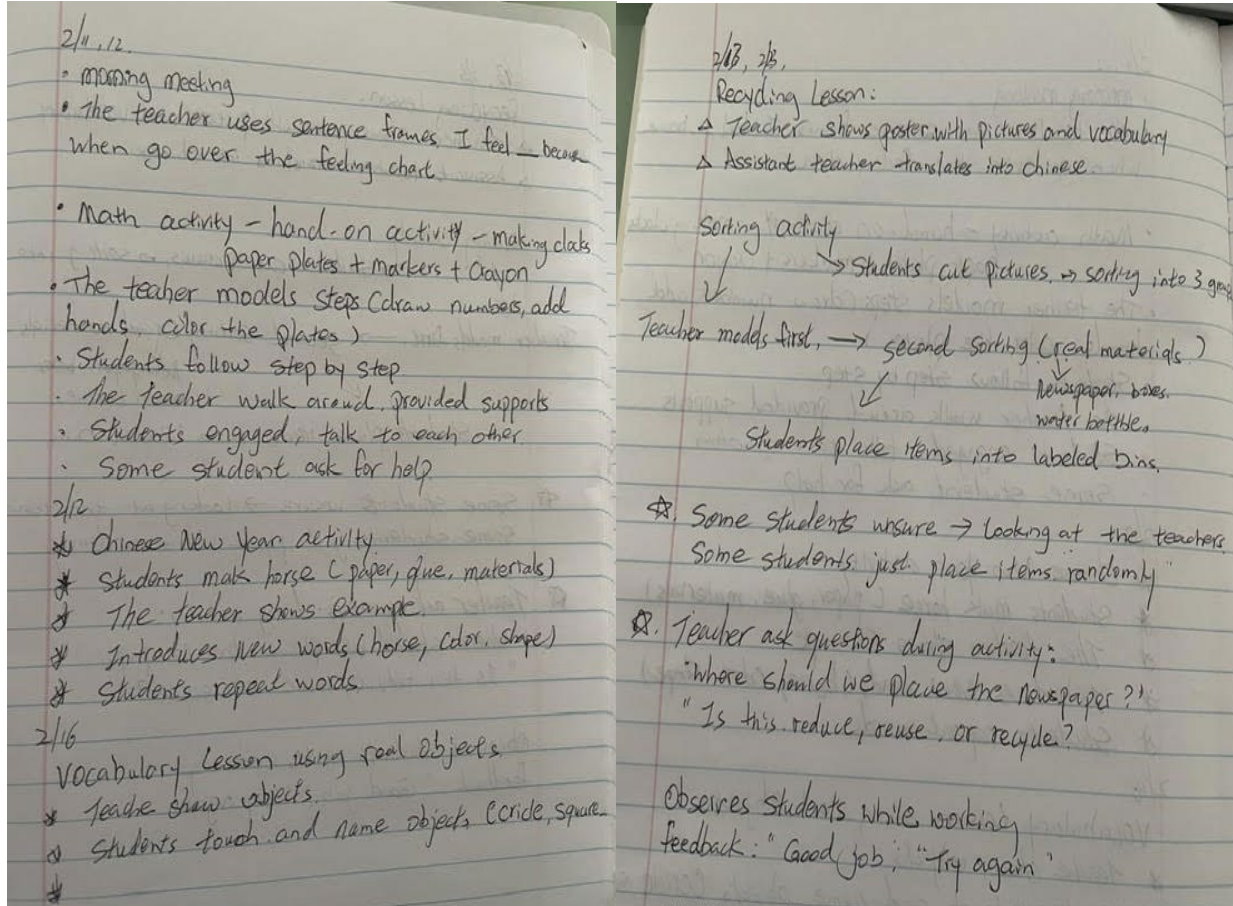
recycle using visuals and a poster, while a teacher assistant provided translation to support comprehension. Students participated in sorting activities using both pictures and real-life recyclable materials, placing items into labeled bins. Throughout the lesson, the teacher used modeling and visual supports, and assessed students informally through observation, questioning, and participation. These strategies were effective because they encouraged active engagement, supported language development, and allowed students to connect new vocabulary to real-life experiences.

**Analyze Student & Teacher Feedback: Offer insights into the experiences and perspectives of both groups, making connections between the two when relevant.**

The students were actively engaged throughout the lesson, especially during hands-on activities such as creating clocks, sorting pictures, and working with real-life materials. Students followed directions, interacted with objects, and responded to questions during the activities. When students were unsure, they used visuals or real objects to show their understanding instead of speaking. Some students also relied on the teacher assistant for translation, which helped them understand instructions and participate in the lesson. The teacher used modeling and guided participation to support students as they completed each task and provided support when needed. The teacher also used questioning and observation to monitor student understanding throughout the activities. Students appeared more confident when working with real-life objects and interactive tasks, as they were able to demonstrate understanding even if they were not able to express it fully in English. These strategies supported student engagement and helped develop both language and content understanding through meaningful and hands-on experiences. The use of both English and students' home language also supported learning, as Goldin (2021) notes that "the bootstrapping effects found in English comprehension indicate that a child's two languages

can support each other and that learning in one language can provide a strong foundation for learning in the other” (p. 20). This shows that allowing students to use their home language can support their understanding and build confidence in learning English.

### Preschool classroom #2 Observation notes:



### Preschool classroom #3 Observation (3/5-3/26/2026)

#### Introduce the Setting: Provide context about the classroom observed:

After observing the third preschool classroom, I noticed that the environment strongly supported multilingual learners through the use of bilingual and multilingual resources. Labels were placed around the classroom in English, Chinese, and Spanish, helping students connect

words across languages and recognize vocabulary in different contexts. Student work was also displayed throughout the classroom, creating a sense of ownership and encouraging engagement. The classroom also had a pet goldfish, which added to the learning environment and provided opportunities for students to observe and discuss living things. The teacher primarily used English for instruction but would sometimes translate key words into Chinese and provide explanations in Chinese for students who did not yet understand English. This approach helped ensure that all students could access the lesson and participate in activities. The classroom environment was organized, interactive, and language-rich, creating a supportive space where students could develop their English skills while also using their home language as a resource.

**Present Findings: Discuss the pedagogical approaches, strategies, materials, and assessment methods observed and their effectiveness.**

The teacher implemented a variety of instructional strategies to support ELL/ML learners, including visual supports, repetition, modeling, movement-based activities, and hands-on learning. The teacher introduced new vocabulary and concepts using pictures, songs, flashcards, and videos, which helped students connect language to meaning. For example, during a lesson on parts of a building, the teacher used pictures and a song to reinforce vocabulary through repetition. Students also participated in a movement-based activity where they jumped to colored tape based on the teacher's directions, demonstrating the use of Total Physical Response (TPR) to support listening skills and vocabulary development. The teacher incorporated content-based learning by introducing fun facts about buildings using pictures and videos, and invited students to guess and respond, promoting engagement and oral language development. In a small-group activity, students created a leprechaun and shamrock, and the teacher used modeling and visual supports to introduce vocabulary and explain cultural meaning. Vocabulary was further

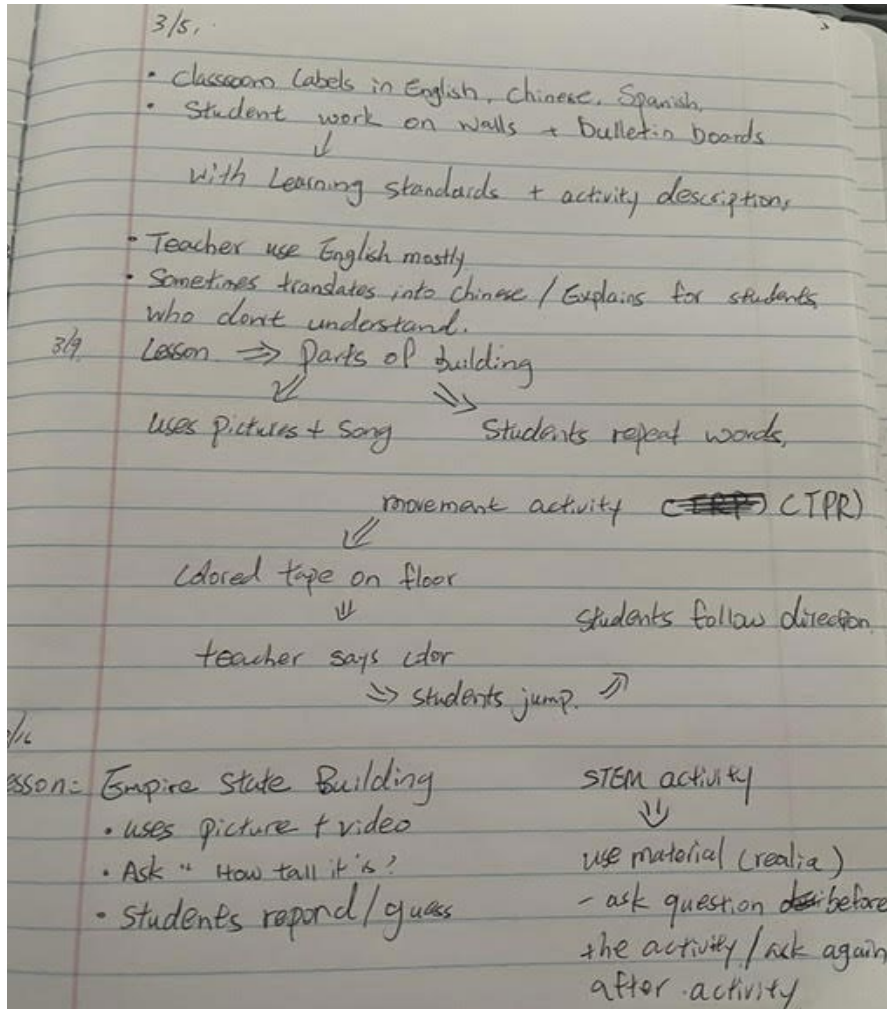
reinforced through flashcards and repetition, allowing students multiple exposures to new words. During a STEM activity, the teacher asked, “Can we build a cage using popsicle sticks and clothespins?” Some students initially responded “yes,” while others said “no.” After completing the hands-on activity and building the structure, the teacher asked the same question again to assess student understanding and support reflection on the outcome. Students then used real-life materials (realia) to build structures while the teacher provided modeling and guided interaction. In addition, student work was displayed on the walls and bulletin boards throughout the classroom, along with the learning standards and activity descriptions, helping to make learning goals visible and reinforce connections between classroom tasks and instructional objectives. Assessment was conducted informally through questioning, observation, and student participation, allowing the teacher to monitor student understanding and adjust instruction. Overall, these strategies were effective because they provided multiple opportunities for students to engage with content, develop language skills, and demonstrate understanding through visual, auditory, and kinesthetic experiences.

**Analyze Student & Teacher Feedback: Offer insights into the experiences and perspectives of both groups, making connections between the two when relevant.**

The students were engaged throughout the lessons and participated in a variety of activities such as singing, movement tasks, hands-on building, and small-group projects. Students followed directions, responded to questions, and interacted with materials during each activity. When students were unsure, they used visuals, gestures, or observed their peers to guide their understanding. During the STEM activity, students initially gave different answers when asked if they could build a structure, but after completing the activity, they were able to reflect and respond again, showing growth in understanding. The teacher used modeling, repetition, and

visual supports to guide students through each task and provided support when needed. During the interview, the teacher explained, “I differentiate instruction by using small groups and adjusting activities based on students’ language levels,” which was evident in the classroom through small-group work and varied activities. The teacher also stated, “Hands-on learning and real-life objects help students understand vocabulary quickly,” which was observed during activities where students used materials and manipulatives to build and sort. In terms of assessment, the teacher shared, “I observe students during activities and check if they can use new vocabulary in sentences,” which aligned with the teacher’s use of questioning and observation during lessons. The teacher also noted that “language barriers can be difficult, especially for new students,” and addressed this by using visuals, gestures, and peer support, which helped students participate and feel more comfortable. Students appeared more confident when engaged in hands-on and interactive tasks, as they were able to demonstrate understanding even when they were not able to fully express their ideas in English. These strategies supported student engagement and helped develop both language and content knowledge through active participation. This aligns with research that emphasizes the importance of interactive and meaningful learning experiences in supporting language development for young learners (Celce-Murcia et al., 2014).

### Preschool classroom #3 Observation notes:



### Preschool classroom #4 Observation (3/27-4/30)

#### Introduce the Setting: Provide context about the classroom observed:

After observing the fourth preschool classroom, I noticed that the learning environment supported multilingual learners through the use of visual supports and multilingual resources. Labels around the classroom were presented in English, Chinese, and Spanish, helping students connect vocabulary across languages. Classroom rules were displayed on the wall in both English and Chinese, providing clear expectations and supporting student understanding. Student

work was displayed on the walls along with aligned standards and descriptions of the activities, helping to make learning goals visible. Learning centers and toy bins were also labeled with pictures and words in English, Chinese, and Spanish, allowing students to connect visuals with vocabulary. In addition, the classroom included plants, which contributed to a welcoming environment and provided opportunities for students to observe and discuss real-life objects. The classroom was organized and structured, with materials easily accessible to encourage participation. The environment supported language development and student engagement through visual, multilingual, and hands-on learning resources.

**Present Findings: Discuss the pedagogical approaches, strategies, materials, and assessment methods observed and their effectiveness.**

The teacher used a variety of instructional strategies to support ELL/ML learners, including scaffolding, modeling, repetition, questioning, visual supports, and Total Physical Response (TPR). During small-group activities, students matched pictures to words while the teacher provided guided practice and support to reinforce vocabulary development. The teacher also used a storybook and asked prediction questions, encouraging students to think and respond while using visual supports to aid comprehension. In math lessons, students practiced counting using manipulatives (realia), and the teacher used modeling and repetition to support both language and content understanding. Songs and repetition were used to reinforce phonics and vocabulary, while TPR activities supported engagement and comprehension through movement. Students also explored real-life objects to determine whether they roll or slide, helping them connect vocabulary to hands-on experiences. The teacher used flashcards, pictures, and videos as visual supports to teach letter recognition and beginning sounds, and students practiced identifying sounds through guided activities with scaffolding and modeling. In another lesson, the teacher

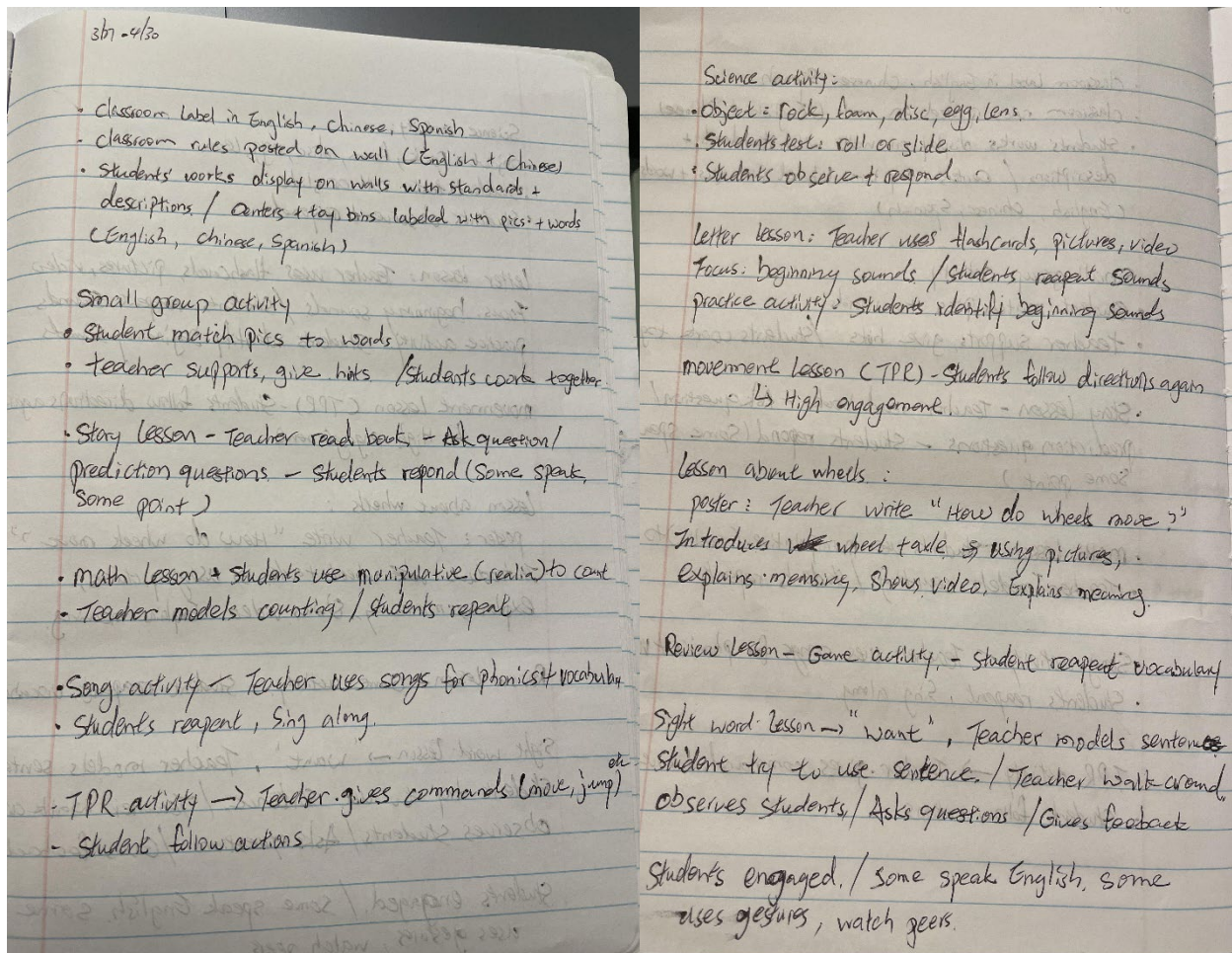
wrote the question, “How do wheels move?” on a poster and introduced the concepts of wheel and axle, explaining vocabulary using pictures and visual supports. Review lessons included games that reinforced vocabulary through repetition and active participation. Additionally, the teacher introduced the sight word “want,” and students were asked to use the word in a sentence while the teacher provided modeling and scaffolding to support language development. Assessment was conducted informally through questioning, observation, and student participation, allowing the teacher to monitor understanding and adjust instruction. These strategies were effective because they provided multiple opportunities for students to practice language skills, engage with content, and demonstrate understanding through visual, auditory, and kinesthetic learning.

**Analyze Student & Teacher Feedback: Offer insights into the experiences and perspectives of both groups, making connections between the two when relevant.**

The students were engaged throughout the lessons and participated in activities such as matching pictures, using manipulatives, singing songs, and playing games. Students followed directions and responded to questions during both small-group and whole-class instruction. When students were unsure, they used visuals, gestures, or observed their peers to help guide their understanding. During movement activities, students followed the teacher’s commands and showed their understanding through actions. In phonics and vocabulary lessons, students repeated words, identified beginning sounds, and practiced using new vocabulary in sentences with teacher support. The teacher used modeling, repetition, and visual supports to guide students and provided scaffolding when needed. The teacher also used questioning and observation to monitor student understanding during the lesson. Students appeared more confident when participating in hands-on and interactive activities, as they were able to

demonstrate understanding even if they were not able to fully express themselves in English. These strategies supported students' language development and engagement in the classroom, which aligns with the WIDA Can Do Descriptors that emphasize what students are able to demonstrate at different stages of language development (WIDA, n.d.).

#### Preschool classroom #4 Observation notes:



#### Reflection of Observations and Interviews:

Through my fieldwork in Pre-K ESL classrooms and teacher interviews, I developed a deeper understanding of how teachers support English language learners through culturally and linguistically responsive instructional practices. Across the classrooms, I observed teachers using

visual supports, modeling, repetition, hands-on activities, and movement-based strategies such as Total Physical Response (TPR) to make content accessible for students at different language levels. These approaches allowed students to participate actively and demonstrate understanding through multiple modes, such as speaking, pointing, drawing, and interacting with materials. I also observed how teachers incorporated students' home languages through bilingual labels and translation, which helped create an inclusive learning environment and supported comprehension for students who were still developing English proficiency. Research supports the idea that students' home languages can facilitate English language development, as both languages can work together to strengthen understanding (Goldin, 2021).

The teacher interviews reinforced these observations and provided insight into instructional decision-making. Both teachers emphasized the importance of differentiating instruction by using small-group activities and adjusting lessons based on students' language levels. They also highlighted the effectiveness of hands-on learning, real-life objects, and movement-based strategies such as TPR in helping students understand vocabulary and stay engaged. In terms of assessment, both teachers described using informal strategies such as questioning, observation, and monitoring student participation to evaluate student progress and guide instruction. They also discussed challenges, including students feeling shy or experiencing language barriers, which can limit participation. Teachers addressed these challenges by creating a supportive classroom environment, using visuals, repetition, and small-group instruction to build students' confidence. These findings align with research that emphasizes the importance of interactive and meaningful learning experiences in supporting language development (Celce-Murcia et al., 2014).

Furthermore, both the observations and interviews demonstrated how students are able to engage in learning even when they are not fully proficient in English. Students used gestures, visuals, movement, and peer support to demonstrate understanding and participate in classroom activities. This reflects the idea that language learners can show what they know in different ways at various stages of language development, as described in the WIDA Can Do Descriptors (WIDA, n.d.). I learned that incorporating multiple strategies and allowing different ways for students to participate can increase engagement and support comprehension.

This fieldwork experience has strengthened my understanding of how to create a supportive and inclusive classroom environment that values students' cultural and linguistic backgrounds. I have learned that using culturally and linguistically responsive teaching strategies, along with ongoing assessment and differentiated instruction, can promote both language development and academic success. This experience has prepared me to design instructions that supports diverse learners and meets their individual needs. These practices demonstrate how teachers promote culturally and linguistically responsive classrooms by valuing students' backgrounds and adapting instruction to meet diverse learning needs.

## Teacher interview notes:

Teacher Interview 1

### Classroom Approach and Methodology

Q: How do you adapt your lessons to cater to diverse students?

A: I used a lot of visuals, repetition, and hands-on activities because my students are at different levels. I also model everything so they can understand what to do.

Q: Which strategies are most effective?

A: Total Physical Response works really well, when students move and act out the language, they understand it better and stay engaged.

Q: How do you incorporate standards?

A: I follow the state standards, but I simplify the language and use visuals so students can access the content.

### Materials and Assessment

Q: What materials do you use most frequently?

A: "I use picture cards, real objects, and interactive activities,"  
~~because~~

Q: Why? because they help students connect words to meaning.

Teacher interview 2.

### Classroom Approach and Methodology

Q: How do you adapt lessons?

- \* differentiate instruction → using small group.
- ↳ adapt adjusting activities based on students' language level.

Q: most effective strategies?

- \* hand-on learning, real-life objects.
- \* help students understand vocabulary quickly.

Q: what materials do you use most frequently?

A: Visual, books, videos, and manipulatives to support learning.

Q: what Assessment methods did you use for the class?

- I observe students during activities and check if they can use new vocabulary in sentences.

Q: what challenges do you face?

A: Language barriers can be difficult, especially for new students. I support them with visuals, gestures, and peer support.

Q: How do you assess ELL progress?

A: I use informal assessments like asking questions, listening to students' responses and observing their participation during activities.

### Challenges and solutions?

Q: what challenges do you face?

A: Some students are shy or afraid to speak. I create a supportive environment and encourage them through small group activities and repetition.

**Picture of where the interview occurred:**



References:

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