

Oral Language Assessment Clinical

Hillary Bullock
“ESL Assessment”
Instructor: Barbara Marler
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Student Background Information

Marvi Hamed is eighteen years old and will be graduating this June. She was born in Hyderabad, India, and her entire family is from there. She came to the United States two years ago. Her uncle sponsored her family and helped them financially with the move to the US. Marvi attended school through the tenth grade in India. She speaks three languages: Urdu, Hindi, and English. She had formal schooling since the age of three. She learned to read and write in her native language (Hindi), and learned how to read and write in Urdu and English at school. Each day consisted of a variety of classes, and, depending on which language the class was being taught, she read and wrote in that language. Her parents are educated as well. Her mother attended school up to the tenth grade, at which time she married and became a housewife. Her father attended school through college and has a Science degree. He worked in this field in India. In the United States, her father works at a gas station, and her mother is a stay-at-home mom. Her father speaks English, but her mother does not. In the home, they speak Hindi. Marvi speaks Hindi with her family and friends at school, and only uses the English language in classroom arenas and public places.

Marvi is a self-disciplined learner. She spends much time on her studies, and she takes them very seriously. She has never missed turning in an assignment on time. Her work is always very thorough. She follows direction well, and she meets with teachers for extra help when needed. Marvi is respectful and very quiet in the classroom environment. Often, she seems to rely on her cousin, who is in the same classroom, to speak for her. I have found that when I ask Marvi a question, her cousin will provide the answer. Also, I have noted that during group work, Marvi is extremely quiet and rarely communicates with native speakers.

When I attempted to locate the cumulative file on Marvi, I could not find one. First, I went to the ESL Department, where Asra attended her first classes at Proviso West High School. Her previous ESL teacher told me that she did not know of any file that existed on Marvi. The teacher gave me a copy of a questionnaire that she gives to students on the first day of school. The questionnaire asked for the student's name, address, phone number, native country, languages spoken, and the student's current schedule. The teacher did not have one for Marvi because the teacher no longer teaches Marvi. When asked if the teacher kept any ongoing files of the students, she said that she only kept information while she had the student. This information was not passed on to future teachers. After visiting the teacher, I went to the ESL Department Coordinator. The coordinator had taken this position at semester break, so she is new to the job. The coordinator told me she did not know of any files that existed on the students other than information taken at the time of enrollment. I asked where these files could be obtained, and she suggested I speak to the counselor or the main office. A visit to both of these places did not produce what I was looking for. I also asked the ESL Coordinator if assessment tests were taken on this student. She said that she did not know, and if assessments were taken, they probably no longer existed since the student has exited the ESL program. She did intimate that Proviso West does not assess students in their native languages.

Because most of Marvi's background information was unavailable, I included background questions in my face-to-face interview. I found that Marvi has received formal schooling. She is literate in three languages, and her parents are educated as well. Her family values education, and after high school Marvi will be attending Triton Community College, focusing on Pharmacy as her major.

Rationale/Purpose

Marvi Hamed is in my Junior English Class. Often, when I am teaching, she appears not to understand. When I pose a question to the class, she seems lost. She never raises her hand to participate, and when I have helped her after school, she seems to have difficulty clearly communicating her ideas to me. I conducted an oral interview with Marvi in order to assess her understanding of what is being taught in class. Does she understand me when I am teaching? Is she learning what I am covering in my lessons plans? I decided that conducting an interview would be the best way to assess Marvi's social language skills.

Description of Assessment Situation

Marvi and I met in my classroom. Marvi is a senior in a junior-level class. The juniors were at all-school testing, so Marvi and her cousin were my only students for the day. I interviewed both girls separately so they would be more comfortable, but I focused my assessment on Marvi. The interview took place in my classroom at my desk. The room was empty with the exception of Marvi, her cousin, my team teacher, and me. The door was closed so there was minimal hallway noise. We had the whole period for interviewing, allowing for an unrushed, relaxed pace.

Explanation of the Assessment Measure(s)

I decided to interview Marvi in a quiet place because she is a shy, quiet girl. Because she rarely speaks during group work nor participates verbally in class, the face-to-face interview was the surest way to get an oral language sample. I decided to also interview her cousin because I felt it would ease any nervousness that Marvi felt. Both girls were the only students in class on this day, so the assessment occurred as a classroom activity. I explained to them that I wanted to know how to best teach students who do not speak English as their native language, and their input would help me adjust my lessons accordingly. I prepared a bank of interview questions beforehand. The questions included background information regarding languages spoken, prior education, and parental past education. I also asked specific questions about my last unit taught: ACT/PSAE preparation. I planned to use the questions as a guideline, but followed the conversation as it flowed. If Marvi seemed not to understand content related questions, I planned to revert back to background information. I tape recorded the interview and took notes during the assessment. The tape recorder was placed on the desk in front of us, and I allowed Marvi to speak a few times and listen to the playback to make her more comfortable. Marvi's cousin was in the room at the same time, and I interviewed her after Marvi. This helped Marvi's comfort level with the interview process.

Copy of Assessment Measure(s) & Prompts(s)

Attached

Transcription(s) of the Student's Oral Sample

Attached

Standards of Performance

I used the SOLOM rubric to assess Marvi's social language skills.

Student's Actual Scores on this Assessment Measure

Comprehension: 3

Marvi understands most of what is said at slower-than-normal speed with repetitions.

Fluency: 2

Marvi's speech was usually hesitant; often she was forced into silence by language limitations.

Vocabulary: 3

Marvi frequently uses the wrong words; her conversation is somewhat limited because of inadequate vocabulary.

Pronunciation: 4

Marvi is always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.

Grammar: 2

Marvi's grammar and word-order errors make comprehension difficult. She must often rephrase and/or restrict herself to basic patterns.

Student's Other Related Assessments

Unfortunately, there were no other oral language assessments on file for Marvi. Past teachers had personal opinions, but I avoided using these since there was no data to backup their opinions. I inquired with the ESL teachers, the ESL coordinator, the counselors, and the main office, and no one had any file or assessment measures on Marvi Hamed. The ESL teachers told me Marvi was tested when she first entered our school, but the tests were only written; the tests were in English, not in Marvi's native language.

Analysis of Assessment Scores

Comprehension: 3

When speaking to Marvi, I found that I spoke more slowly than I would if talking to a native English speaker. I slowed my speaking pace because at first, Marvi's face showed slight confusion. Also, once I slowed my pace, she began providing more than one word answers. She understood me when I slowed my pace, but sometimes I needed to rephrase for her to fully understand me. For the most part, Marvi understood my questions; her challenges appeared in the language production area.

Fluency: 2

During my interview, Marvi paused often. She fell into silences and also used words to gain time to think about how to formulate her answer. The

intonation “Ummmm” appears frequently in the oral language sample. Although her vocabulary often exceeded that of my native students (the use of the words *antecedent, medium*), often Marvi found it difficult to communicate fully her ideas to me. She paused often, rephrasing her ideas, searching for the correct way to say what she wished to communicate:

Teacher: --Was the school as large as Proviso West?

Student: --*No, not that much. A little bit. My...my...my school had – ummm – five thousand students.*

Teacher: --About five thousand students? And, how many student were your age?

Student: --*Ummm...like...my school...ummm...for my class? Like sixteen year olds – for tenth graders – we had – ummm – my school was just—a—tenth grade.*

Teacher: --Okay. And, how old were you when you moved here?

Student: --*Yeah – I was – ummm—sixteen – up to seventeen – uh – just a little bit – I finished my tenth grade in India then I went back – back to the States.*

Vocabulary: 3

During the interview Marvi’s ideas were communicated to me, but it took concentration on my part. Her main idea was usually clear, but often her search for the correct word or phrase limited effective communication. Because of Marvi’s shy nature, some of this miscomprehension occurred because she spoke too softly; however, it is clear that her attempt to locate the right words impedes her communication.

Teacher: --Okay. Now, tell me about school in India. What was school like in India?

Student: --*(Pause) Was the – ummmm – (pause) – we generally speak in Hindi. Like the – our teachers used to tell us to -- to use the English language but – in school it was an English medium, right? So, they used to force us to talk in English, but sometimes when we communicate with our – ehhhh – friends? – we used to talk Hindi.*

It is clear that Marvi is searching for the correct vocabulary words to communicate her ideas.

Also, Marvi often uses the wrong words:

Teacher: --In what way do you – what do you think would help make you feel more confident?

Student: --*Ummm (Pause) I don’t know...(pause)...I’m a shy person, you know? (Pause) I need to communicate with others. (Pause) and – um – I need to pick up with my English – like – I have a – like— you know – I’m scared when I – when I talk to many people.*

Here Marvi is searching for the correct words, but uses an awkward phrase: *pick up with my English*. What she is trying to communicate is that she needs to practice her English more.

Pronunciation: 4

Marvi is always intelligible, unless she speaks too softly from shyness. She has a definite accent, and occasionally inappropriate intonation patterns occur; however, she her accent does not impeded understanding. In face, her pronunciation rarely impedes understanding; it is instead her hesitancy and word choice that impedes understanding.

Grammar: 2

Marvi's Grammar and word-order errors make comprehension difficult. Often she needed to restrict herself to basic patterns, like present tense. She often used the word *it* and *that* inappropriately. Noun-pronoun agreement is a challenge for her, and often she conjugates her verb incorrectly.

Teacher: --Can you tell me why we learned – why – why did I spend three weeks on that unit?

Student: --*Yeah – because the juniors – **they're writing** that same test, and ACT test for Seniors is good – it's for – uh – it is "uh-van-tuh-gis" for us – we can write in – any college entrance exams – **we can use that strategies.***

Here, Marvi uses the present tense and misuses the term “writing”. Also, she uses the word “that” incorrectly in the last line.

Sometimes, Asra's verbs shifted tense. This shows in the following example:

Teacher: --Okay. Now, tell me about school in India. What was school like in India?

Student: --*(Pause) Was the – ummmm – (pause) – we generally **speak** in Hindi. Like the – our teachers **used ta tell** us to -- to use the English language but – in school **it was** an English medium, right? So, **they used to force** us to talk in English, but sometimes when **we communicate** with our – ehhhh – friends? – **we used to talk** Hindi.*

Evaluation:

Marvi's social language performance rates a 3. Her listening skills are stronger than her speaking skills. Marvi is able to communicate her ideas, but she does not always communicate them as clearly and effectively as she could. Her frequent pauses to search for the correct word, her changing verb tense and incorrect conjugations, and her misused words and awkward phrases require that the listen pay careful attention to understand her overall meaning. Marvi's academic vocabulary was impressive; she knew words like *summary, antecedent, noun, and pronoun*. It is her skills in fluent, uninterrupted speaking that need further instruction.

Recommendations for Instruction

Instruction for Marvi must be geared toward strengthening her social language skills. Instruction should include specific listening and speaking skills that are measurable.

- Marvi was given a small chip to use during class. If she does not understand something, she can place the chip on her desk, and I should rephrase what was said until Marvi understands. This will give me immediate feedback when Marvi does not comprehend the lesson during class. This will also allow Marvi more control over her situation by becoming more aware that when she does not understand, the teacher is available immediately for help.
- More pair-shared activities in which Marvi is paired with a native English speaker will encourage Marvi to speak, enhancing her oral language skills. Pair-sharing methods will work well with Marvi, rather than small group activities, because Marvi will need to speak instead of sitting quietly.
- Self-evaluation will aid Marvi's progression, and I lent Marvi a tape recorder with a tape in it. I showed her how to work it, and I suggested she read the next short story into the tape. I told her we will meet after school, and she and I will review the tape together. I will have Marvi rate herself with a check-off list, and I will do the same, and we will discuss the similarities and differences. Having Marvi read aloud and then listen to the recording will be a good way for her to hear herself speak. It will also help her become more comfortable with pronunciation and with her fluency (flow) while speaking.
- I will continue to use Power Point in the classroom so that Marvi can follow my lectures and take notes easily. I will incorporate discussion questions on the Power Point program. After allowing the class time to answer a question in their notebooks, I will begin a large group discussion by calling on Marvi. This will give her time to formulate an answer in writing before speaking.
- Marvi was also given a participation chip. Once Marvi becomes more confident with answering, she may place the chip on her desk; I will call on her. This will help assess her confidence level; if the chip is placed on the desk, she feels ready to participate in front of others.

Reflection

As an instructor, I must interview non-native speakers early within the school year. Marvi has been my student all year, and I learned a lot about how to help her in one fifteen-minute interview. I also realize that I need to work on speaking with ELLs. I used many confusing phrases and idioms during my interview that would have been confusing for a native speaker! I repeated the word "okay" constantly. I attempted to simplify my language, but it actually made it less comprehensible. I spoke with an ESL teacher who actually suggested that I consider that many of the students speak a romance language at Proviso West. He stated that often, he goes "up a level" in vocabulary when students are not understanding. For example, instead of saying, "make it up," he said that he would say, "Create it." He found that students will

understand the word create over a simplified phrase such as “make it up.” I found this to be an interesting suggestion. I will try this in the future, but there are students, like Marvi, who do not speak from a romance language word base. I need to be more aware of my use of such phrases and idioms when in the classroom and when speaking with ELLs.

Question Bank

Where are you from?

Where is your family from?

What languages do you speak?

How old were you when you came to the USA?

Did you go to school in India?

What language did you learn to read and write in?

How long did you go to school in India (how many days a week/how long during the day)

Explain what your school day was like

Is school in India very different from school here in the US?

How is it different?

Did your parents go to school?

Do your parents work? (What do they do for a living?)

What language do you speak in the home?

Do you feel comfortable in the classroom?

Do you ever have trouble understanding either Mr. Foley or me?

How would I know if you (or a student like you who does not speak English as her native language) do not understand me?

Can you tell me the purpose of the ACT unit?

Summarize how I taught the unit.

What did you learn?

Did I use anything during my teaching of this unit that helped you understand the lessons(s) better than usual?

Is there anything I did during this unit (or that I do in general) that you would like to see me continue doing because it helps you?

Do you have any suggestions for me that would help you understand/learn/communicate in the classroom with me?

Transcription: Marvi Hamed (not real name)

Teacher

Student

T: --Where are you from?

S: --**India**

--India? What part of India?

--Hyderabad

--How do you spell that?

(Student spells it)

--Okay. And, were you born there?

--*Mmmhmmm.*

--Is that where your family is from?

--*Mmmhmmm.*

--Okay. And, how old were you when you came to the US?

--*Ummmmm...Sixteen years old.*

--Sixteen years old? Do you have any brothers or sisters that are here in the US?

--*Yeah.*

--How many brothers and sisters do you have?

--*I got three sisters in here and – ummm—I have one brother who's not in here. He's in New Zealand.*

--He's in New Zealand?

--*Yeah.*

--Is he older than you or younger than you?

--*Older.*

--Are you the next in line – the next oldest?

--*I am the third sister.*

--You're the third sister?

--*Yeah.*

--So, you're the youngest in the family?

--*Uh-Uh*

--There's one underneath you?

--*Yeah.*

--I'm from ten. Did you know that?

--*Uh-Uh.*

--I have nine brothers and sisters.

--*Oh. That's nice. (She smiles broadly.)*

--Now, what languages do you speak?

--*Urdu.*

--Urdu? And, English, obviously.

--*Yeah.*

--Any other languages?

--*Hindi.*

--Anything else?

--*No.*

--Well, that's enough! (Student smiles.) Now, when did you learn to speak English?
--*Um...in India we—we used to go to school.*
--Oh. Okay. How long did you go—when did you start school?
--*From first grade—kindergarten.*
--From first grade—kindergarten? Is it the same as the USA?
--*No. It's a little bit different.*
--How old were you when you started school in India?
--*(Long pause) Three years old.*
--Three years old? So, almost like our preschool.
--*Um. Yeah.*
--For three-year-olds.
--*Yeah.*
--Okay. And, did your parents go to school?
--*Yes.*
--Did your parents go to college?
--*Yes – Well, my father does.*
--Your father does right now?
--*Yeah.*
--Or, he did?
--*Yeah.*
--Okay. What does your father do?
--*Ummmmm.....(long pause)...He learn in Science which we call BBC in India.*
--Okay. Does he do the same thing here?
--*No.*
--What does he do here?
--*He does...is a...(pause—student seems to be searching for words)*
--A job? Do you know what he does for a job?
--*Yeah.*
--What does he do?
--*In a gas station.*
--In a gas station?
--*Yeah.*
--And, does your mother work?
--*No. (pause) She is at home. She's in the home.*
--Okay. She has a lot of kids on her hands, right?
--*Mmmhmmm.*
--Now, did your mother go to school before college?
--*Yeah...she would ...she started at tenth.*
--Through tenth grade?
--*Yeah. Yeah.*
--Is that the regular grade you study through in India before college?
--*Ummmm...Yeah.*
--Or, do you go through twelfth, like here in the USA?
--*Yeah...we do go to twelfth.*
--You do go to twelfth grade?

--*Eleventh and twelfth in India – we call that in India like here in USA – it's intermediate.*

--It's intermediate? So, your mother went up to intermediate, but didn't go to intermediate?

--*Yeah. Yeah.*

--Okay. Do your parents speak English?

--*My mother does not speak English, but my father does.*

--Okay. And, so, you don't speak English at home?

--*No. We speak in our Native – our Native language.*

--Which is...Urdu?

--*Uh-huh.*

--Okay. Now, tell me about school in India. What was school like in India?

--*(Pause) Was the – ummmm – (pause) – we generally speak in Hindi. Like the – our teachers used to tell us to -- to use the English language but – in school it was an English medium, right? So, they used to force us to talk in English, but sometimes when we communicate with our – ehhhh – friends? – we used to talk Hindi.*

--In Hindi? So, on the playground?

--*Mmmm-hmmm.*

--Thing like that?

--*Yeah.*

--It's probably similar here. No? So you speak in Hindi with your family and friends here at school?

--*Yeah.*

--And then you speak English when you are in the classroom?

--*Yeah. (Smile)*

--Do you find it very different here in the USA in school?

--*(Pause) Yeah. Here – the accent is different.*

--The English accent?

--*Yeah.*

--Okay.

--*Ummm...and classes. In India we – we have specific class for all the – like – suppose we are in ten grades – the ten grades all meet for History. Just one class – for English – that's it. We don't have different levels.*

--Like different levels? (Teacher uses hand motions to show upper versus lower levels.)

--*Mmm-hmmm*

--Just one English class for everyone in the tenth grade?

--*Yeah.*

--Was the school as large as Proviso West?

--*No, not that much. A little bit. My...my...my school had – ummm – five thousand students.*

--About five thousand students? And, how many student were your age?

--*Ummm...like...my school...ummm...for my class? Like sixteen year olds – for tenth graders – we had – ummm – my school was just—a—tenth grade.*

--Okay. And, how old were you when you moved here?

--*Yeah – I was – ummm—sixteen – up to seventeen – uh – just a little bit – I finished my tenth grade in India then I went back – back to the States.*

--So, you came here recently?

--*Yeah.*

--Wow. I would have thought you've been here longer since you're doing so well.

--*(Smile)*

--Do you feel comfortable here?

--*A little bit.*

--A little bit? Is it very different? What was your first day of school like? Do you remember it?

--*Uh—yeah—it was a big school instead.*

--Was it Proviso?

--*Mmm-hmmm.*

--It was your first day? Was Ms. Erickson your first teacher?

--*Yeah.*

--Okay. Do you find that Ms. Erickson's classes were very different from my and Mr. Foley's class?

--*Yeah.*

--How was it different?

--*Like – Ms. Erickson – um – it was more like this stuff – it was a little bit easier than yours – and – um – it's not that hard class as yours.*

--Not as much reading?

--*Yeah.*

--Not as much writing?

--*Yeah.*

--Okay. So, you found it somewhat easy?

--*Mmm-hmmm.*

--Did you find that your speaking English was easy here in America? Or, was that difficult at first?

--*It was difficult.*

--I can imagine. Did you find that you picked it up quickly?

--*Yeah.*

--Okay, good. Good! And, how do you feel now? Do you feel comfortable in the classroom?

--*(Pause) Yeah. I mean – right now – yeah – I'm learning.*

--You're learning?

--*Uh-huh.*

--Do you feel a lot more confident now?

--*Not that much – no.*

--Not that much?

--*No.*

--In what way do you – what do you think would help make you feel more confident?

--Ummm (Pause) I don't know... (pause)... I'm a shy person, you know? (Pause) I need to communicate with others. (Pause) and – um – I need to pick up with my English – like – I have a – like—you know – I'm scared when I – when I talk to many people.

--Okay. So, are you scared right now?

--(Smiles) Not really.

--Okay. Good! Okay. Are you afraid to ask questions in front of the class?

--Yeah.

--Okay. So, what do you do when you're afraid to ask questions in front of the class?

--I can come to my teacher after school.

--After school? So, that is when you usually ask me for help?

--Mmm-hmmm.

--When you didn't want to ask in front of the class?

--Yeah.

--So, is there any way – or any suggestions or ideas that you have – that I would be able to tell next year—if I had a student like you who is afraid to let me know they don't understand – is there a way that I would be able to know that you don't understand and re-explain something without (pause) pulling you out? Do you know what I mean?

--Yeah. You can say her that if you have any questions come to me after school.

--Let the student know?

--Yeah.

--Is there any way I would be able to tell when I'm teaching that you don't understand? Are there any signs – do you think – that I would be able to tell?

--(Pause) Like – my sister's teacher – Ms. (unintelligible) – my sister – I mean – her teacher told her that when she does not understand anything, she told to pick a card – or something like that – so that she can understand that -- she's – not – getting it so she can re-explain it. (While explaining this, she is showing the motion of taking an object and placing it on the top of her desk.)

--That's excellent! What teacher is that?

--Ms. Sisslow

--Wonderful! That's a great idea. So, maybe have something for you that only you know about and I know about that would help me know that you need extra instruction.

--Yeah.

--That's an excellent idea! Is there anything else – any other way that I'd be able to tell just by having you in the classroom?

--Ummmm—(pause)—no.

--No? More just talking with you at the beginning and making sure I could talk with you and maybe setting something up?

--Yeah.

--Have you been in the classroom where you haven't understood?

--Not really – no.

--Do you feel that you understand everything that Mr. Foley and I explain?

--Uh-huh.

--Okay, so let me ask you a little bit about this ACT unit that I just taught.

--Okay.

--Can you tell me why we learned – why – why did I spend three weeks on that unit?

--Yeah – because the juniors – they’re writing that same test, and ACT test for Seniors is good – it’s for – uh – it is “uh-van-tuh-gis” for us – we can write in – any college entrance exams – we can use that strategies.

--Okay. Good! Did you feel that this helped you at all?

--Yeah. I learned a lot of things.

--What did you learn?

--Like, comma rules – I was unsure about it, and – the only thing I – I used to ignore it, like – I don’t use OMIT – if – I thought that this was the question wrong and I need to make changes – I didn’t think of OMIT – so when you taught that OMIT is – we can use it as an answer –

--Mmm-hmmm.

--that’s it.

--Did you find that you took those kinds of tests in India? Have you taken those similar kinds of scantron tests before?

--(Pause) Yeah – for the final exams – like – we don’t use it more in India for the classes for four quarters and so – we just do it – it was written – we need to write.

--Okay. So, I have another question about India. Did you learn to read and write in Hindi or did you learn to read and write in English?

--In English – yeah – we used to – um – we used to write in English and read in English for other languages but for specific language – like for Hindi – we need to write it in Hindi and we have to speak it in Hindi. Like if it is the type of book for Hindi – we need to read the lesson and then we could summarize it in the same language.

--So, it depends on what language you’re actually doing your lesson in?

--Yes.

--Let me ask you this: Do you remember when you just learned to read and write? Was it in school or was it at home?

--(Pause) – hmmm – at school.

--And did they first teach you in Hindi?

--Mmm-hmmm—yeah—becakuse it was pretty much the language.

--And, that’s what you spoke?

--Mmm-hmm.

--Okay. Good. Excellent. So, let me ask you something else about the ACT. Explain to me how I started the unit and ho – all they way to the end.

--Ummm...

--Just kind of give me a summary of what I did.

--It was strate – different stregies to be used and you taught us the comma rules – ummm – the semi-colon rules – and –uh—we did strategies that work and – “a-juh-tive” agreement – ummm – noun and pronoun

--Good. Do you remember what the pronoun – the noun before it is called?

--Yeah. Antecedent.

--Excellent! Did you just learn that in this unit?

--*Mmm-hmm.*

--Okay. Good! Very good!

--Is there anything during this unit that worked well for you that you would like to see me use in future lessons?

--*Yes. I liked the power point – I could see the notes – I could write it down. I liked that.*

[I thanked her for helping me become a better teacher, and for taking the time to conduct this interview. I added...]

--Do you feel at all ever – um – and feel free to tell me because I need to know to become a better teacher – do I ever speak too quickly?

--*Umm—No—your—your teach—your teaching is [unintelligible]—I like the way you teach.*

--Thank you. I always want to improve though. Just as you want to become constantly a better student, I want to be a better teacher.

I thanked her for taking the time, and I explained to her that this was very helpful to me. I also told her that I would use Power Point for my next lesson, and that if she needs any additional help, to always come to me. I then gave her a Bingo! card chip that she could place on her desk when she does not understand me.