

**UNDERSTANDING
THE ENGLISH
LANGUAGE
LEARNING (ELL)
PROGRAMS IN
VANCOUVER
SECONDARY
SCHOOLS**



ELL Program and Support

Why does my child need ELL classes?

- Reading grade level/writing ability is significantly below age appropriate school grade
- Spoken English may be significantly different from grade level peers
- See Ministry Education ELL Standards/Matrices on next slide

ELL Matrices (Secondary – grades 8-12) Levels of Progress Toward Language Acquisition

ENGLISH LANGUAGE LEARNING (ELL) MATRICES – SECONDARY (GRADE 8-12)

Student Name: _____

Student ID#: _____

	Beginning	Developing	Expanding	Consolidating	Bridging
<i>Student can...</i>					
Oral Language	<p><i>Receptive</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand short simple and/or memorized phrases on familiar topics <input type="checkbox"/> Understand basic words, phrases and simple classroom directions with help (repetition, gestures, translation: peer/electronic) <input type="checkbox"/> Watch others and recognize key words to participate in activities and conversations <input type="checkbox"/> Understand some basic instructions and literal questions (who, what, where...) <input type="checkbox"/> Understand limited common expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand short, simple sentences and phrases on familiar topics (school, self and home) <input type="checkbox"/> Understand the gist of ideas of discussions and conversations <input type="checkbox"/> Understand everyday conversation with greater ease including routine classroom phrases (nouns, pronouns, verbs and connecting words) <input type="checkbox"/> Understand simple and two step instructions and some open-ended questions <input type="checkbox"/> Understand some common social expressions and simple idioms in everyday context 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand compound and complex sentences in social and academic contexts <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics with support <input type="checkbox"/> Understand everyday conversation including main ideas and subject-specific information <input type="checkbox"/> Understand multi-step instructions and commands with support <input type="checkbox"/> Understand some common idioms, cultural language and humour 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand a variety of complex sentence structures <input type="checkbox"/> Understand classroom discussions on academic topics to complete tasks <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics <input type="checkbox"/> Understand multi-step instructions and commands <input type="checkbox"/> Understand common idioms, cultural language and humour 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand grade appropriate academic language <input type="checkbox"/> Understand academic language required to complete tasks at/near grade level <input type="checkbox"/> Understand a wider variety of spoken discourse in terms of purpose, structure, and organization. <input type="checkbox"/> Understand multi-step instructions and commands at/near grade level <input type="checkbox"/> Understand subtle social/cultural references and identify bias language

Date (month/day/year): _____ Teacher's Signature: _____

(Please note - These matrices are an adapted version of the original ELL Standards that are available on the BC MOE website.)

(Rev. Aug 2019)

Understanding Our ELL Levels

1

• BEGINNING

• Students are at the very *beginning* of the process of learning English. They understand little or no English.

2

• DEVELOPING

• Students are able to *understand varying amounts* of everyday English. They repeat or read simple, routine phrases or sentences but cannot yet use the language to communicate their thoughts and opinions. Students make frequent grammatical errors and use limited vocabulary.

3

• EXPANDING

• Students *can communicate* ideas in English but have difficulty with correct grammatical usage in their oral and written language, and very often omit words or incorrectly form their phrases and sentences. They need support with content language and vocabulary development.

4

• CONSOLIDATING

• Students have *little difficulty communicating* their ideas in English. They require support with idiomatic expressions, words with multiple meanings, and abstract academic concepts.

5

• BRIDGING

• Students are *approaching grade-level proficiency* in English. They may need support with the nuances of language in specific situations (idioms, humour, and content areas unfamiliar to the student.)

How do schools provide and organize ELL support?

- ELL programs may differ from school to school depending on student numbers or program design
 - Some schools may have specific ELL classes such as ELL Science or ELL Social Studies
 - Some ELL programs have multi-levels, multi-ages, or multi-grades
 - Some schools provide indirect collaborative support between ELL teachers and classroom teachers

Secondary - Typical Timetable

	Regular	ELL
1	English (8-12)	ELL English
2	Socials (8-11)	ELL Socials
3	Science (8-11)	ELL Science
4	Math (8-11)	Math
5	Physical Education (8-10)	Physical Education
6	Language (8-11)	ELL Reading/Writing or Elective
7	Elective Fine Arts	Elective Fine Arts
8	Elective Applied Skills	Elective Applied Skills

Assessment and Progression Beyond ELL Support

How long do students need ELL support?
This varies from student to student.

Some factors that can influence a student's rate of progress are:

- work habits
- motivation
- extent of schooling in first language
- age of arrival
- exposure to English outside of school
- English proficiency upon arrival to Canada



Students typically require less or no ELL support when...

- reading is approaching Ministry's Bridging Level
- writing is approaching Ministry's Bridging Level
- listening/speaking is approaching Ministry's Bridging Level
- they show exceptional achievement in ELL and subject course
- when curriculum demands are lower
- when previous academic learning has been rigorous
- when students are motivated and have strong work habits

***Please note that students need to continue building on their English skills, even when ELL support is no longer required.**

Is there an exam that indicates that a student no longer needs ELL support?

- No!
 - There is no one exam that students can write that will reflect their overall English language proficiency
- Teachers assess students daily (formative assessment)
- Tests/exams (summative assessments) are only snapshots of a student's ability
- A *final assessment* is only one tool to determine ability

Benefits of ELL

ELL services are designed to further the intellectual and social development of English Language Learners by:

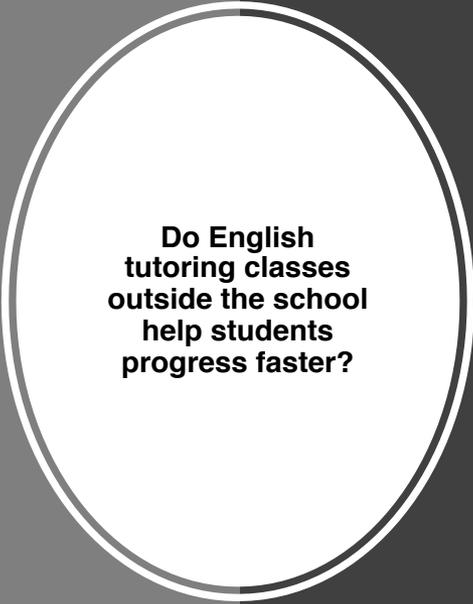
- Helping with academic progress
- Strengthening their ability to communicate fluently
- Helping them experience a sense of self worth
- Providing a safe and nurturing environment



Are there any online programs to help my child improve his/her English?

- Tumblebook Readables
 - Google: Vancouver public library + tumblebook readables
 - Go to TumbleBook Cloud. Select read-alongs.
- Storybooks Canada:
<https://www.storybookscanada.ca>





**Do English
tutoring classes
outside the school
help students
progress faster?**

- Possibly. They can provide additional support and practice.
- Monitor your child's tutor involvement if he/she has one. Tutors can play a helpful role, but they should never do the student's work.
- Students need a balance between their school and extra-curricular life. Many activities outside of school may also contribute to their success.

Remember...



- It may take up to 2 years to learn basic communication skills.
- It may take many years to become academically proficient in another language.
- It can take up to 7 years to learn the language of textbooks.