

# UBC Presentation: English Language Learning Support in British Columbia



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# Who are English Language Learning (ELL) Students?

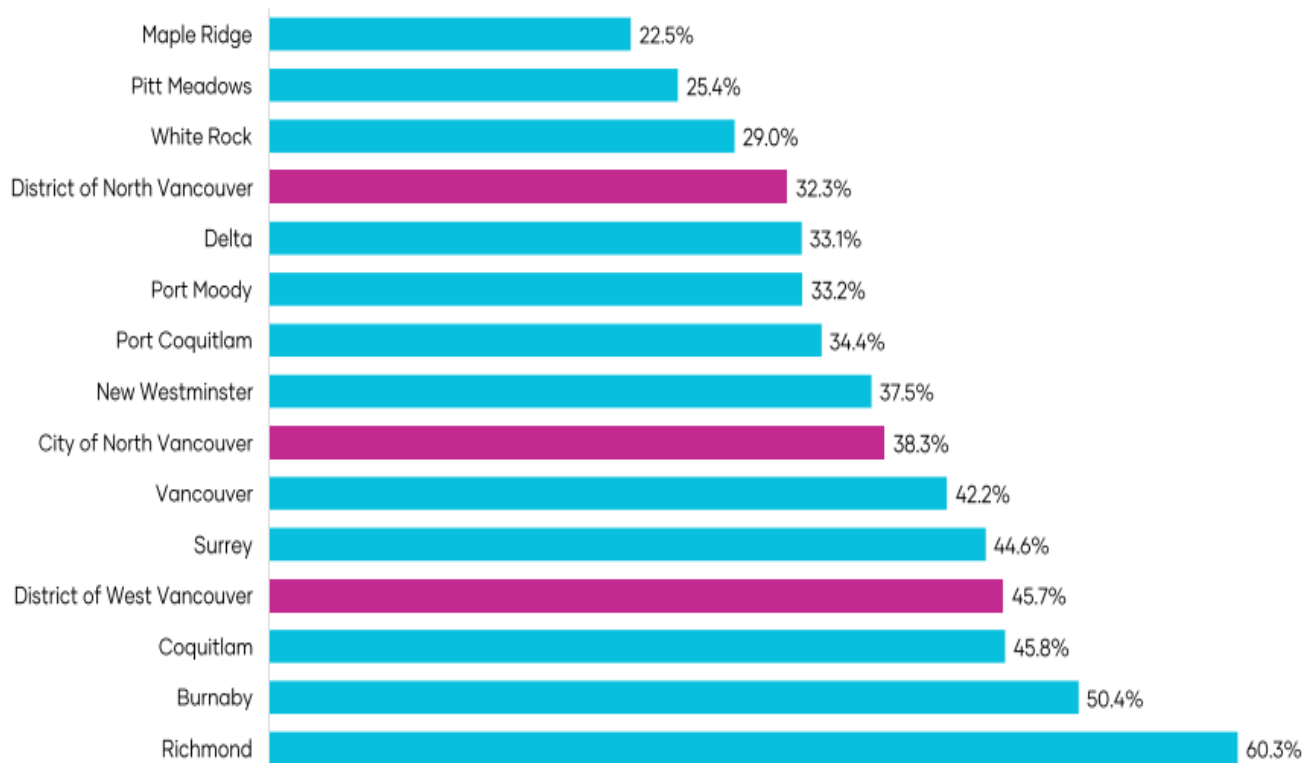
The BC Ministry of Education defines English Language Learner (ELL) students as “those whose primary language, or languages, in the home *is/are other than English*, and who may therefore require additional services in order to develop their individual potential within British Columbia’s school system.”



# Analysis of Census 2021 Immigration Data



## Immigrants as Percentage of Population



# What is the purpose of ELL Services?



The purpose of ELL services is to facilitate student success and inclusion in school and society.



# Common Policy and Procedures Throughout BC



The **purpose of this document** is to provide policy guidelines to school districts in the delivery of English Language Learning (ELL) services.

To **promote equity of ELL services across British Columbia**, there is a need for **consistent provincial policy and guidelines to:**

- Set parameters within which services are provided
- Establish provincially consistent language
- Recognize the need for flexibility of delivery

**ENGLISH** LANGUAGE LEARNING

*and* Apprentissage de la langue anglaise  
in the Conseil scolaire francophone  
de la Colombie-Britannique

BRITISH



# What are the BC Ministry of Education ELL Program Goals?

## Develop Everyday Language: social, conversational language

- students' social language required to learn and communicate appropriately with peers and adults



## Develop Academic Language: school language

- students' academic language required to learn and communicate the skills and knowledge covered in all subjects



## Understand the Canadian Culture: heritage and traditions

- preserve and develop a pride of heritage
- develop an understanding of Canadian culture





**ELL services should enable students to become competent in *social and academic* communication to:**

- **Achieve** the expected learning outcomes of the provincial curriculum;
- **Develop** their individual potential; and
- **Acquire** the language proficiency skills, learning strategies, and interpersonal skills needed to succeed in school and contribute positively to society.

# What is the role of the ELL Teacher?

## English Specialists/ Teachers:

**ELL** - English Language Learning

**EAL** - English as An Additional Language

**ESL** - English as a Second Language

## Teachers of ELL Students:

- Work collaboratively to identify, plan and provide services to ELL students
- Provide effective ELL and/or integrated instruction
- Provide ongoing ELL assessment / review
- Update Annual Instructional Plans (AIPs)
- Report progress





# ELL Teachers are *also*...

Community Builders

Cultural Brokers

Safety nets for students and families

Supporting Content teachers

Language leaders

Role models



WEST  
VANCOUVER  
SCHOOLS

*A world of opportunity*

# How is a Student's ELL level determined?

## New Students (Initial Entry)

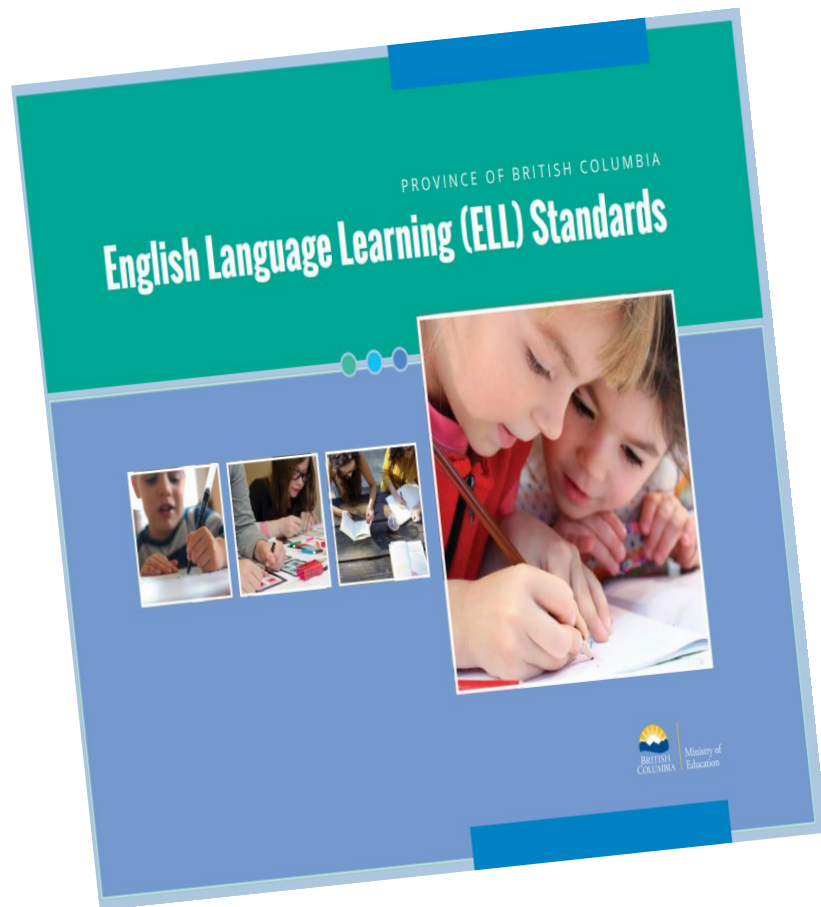
- New students who may benefit from English language support take a reading assessment, a written assessment, and engage in an informal oral discussion.

## Returning Students (Ongoing Assessment)

- An ELL learner's English language proficiency will be assessed by their ELL classroom teachers on an ongoing basis throughout the year.



# ELL teachers *use* The English Language Learning (ELL) Standards



The ELL Standards **provide common language** for *describing language proficiency* among schools and school districts for potential clarity and consistency throughout the province.

The ELL Standards are organized into **matrices** that are separated into language skills:

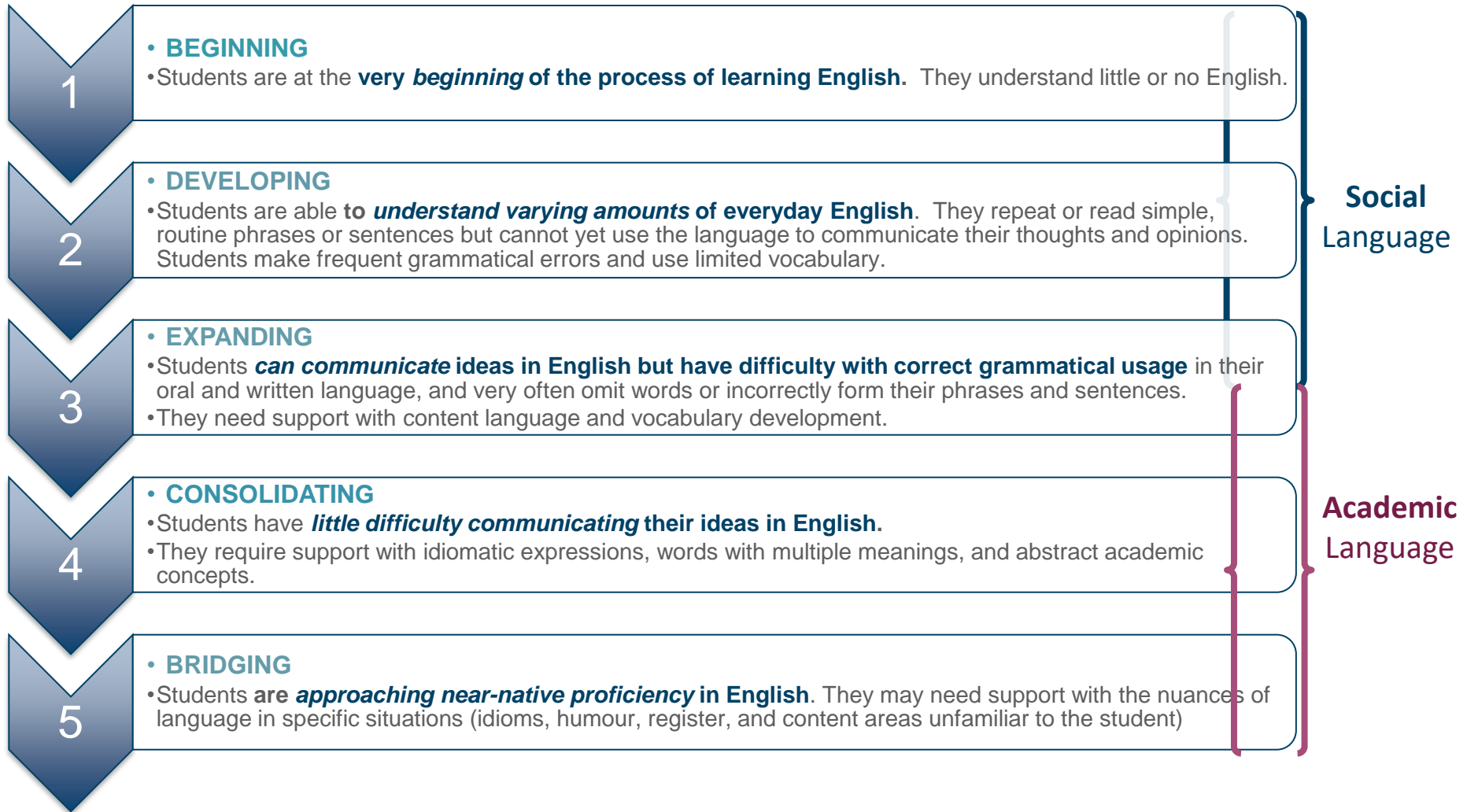
- **Reading** (and viewing)
- **Writing** (and representing)
- **Oral Language** (listening and speaking)

The ELL Standards have **matrices** that reflect language proficiency characteristics and expectations at certain grade levels:

- Kindergarten
- Primary (Kindergarten to grade 3),
- Intermediate (grade 4 to grade 7), and
- Secondary (grade 8 to grade 12).

**Each matrix uses a five-level continuum.**

# English Language Proficiency Levels - Five-level Continuum





ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – PRIMARY (KINDERGARTEN)

DESCRIPTOR	Beginning	Developing	Expanding
Snapshot	Student is starting to learn English (receives intensive ELL support).	Student is able to understand varying amounts of everyday English. Student may make frequent grammatical errors and uses limited vocabulary (receives intensive ELL support).	Student can communicate ideas in English but has difficulty with grammatical use in writing (receives intensive ELL support).
Oral Language Snapshot	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in conversations on familiar topics.	The student is 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) (receives small amount of ELL support).
Meaning	<ul style="list-style-type: none"> <li>Understand short, simple sentences on familiar topics</li> <li>Understand some words related to...</li> </ul>		

ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – PRIMARY (KINDERGARTEN)

DESCRIPTOR	Beginning	Expanding	Consolidating	Bridging
Snapshot	Student is starting to learn English (receives intensive ELL support).	Student can communicate ideas in English but has difficulty with correct grammatical usage in their oral and written language. They need support with content language and vocabulary development (receives some ELL support).	Student has little difficulty communicating their ideas in English. They require support with multiple expressions, words with multiple meanings, and abstract academic concepts (receives small amount of ELL support).	Student is 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) (receives small amount of ELL support).
Oral Language Snapshot	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Meaning	<ul style="list-style-type: none"> <li>Word attack skills</li> <li>Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Understand familiar phrases and academic tasks</li> <li>Express some words and phrases to describe and speak about academic content</li> </ul>	<ul style="list-style-type: none"> <li>Understand some complex tasks and academic language</li> <li>Express a range of words and phrases to describe and speak about academic content</li> </ul>	<ul style="list-style-type: none"> <li>Understand complex instructions and academic content</li> <li>Express a wide range of conversational and academic words and phrases</li> <li>Use different words with similar meanings</li> </ul>

ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – INTERMEDIATE (GRADES 4-7)

DESCRIPTOR	Expanding	Consolidating	Bridging
Snapshot	Student has little difficulty communicating their ideas in oral and written language.	Student is 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) (receives small amount of ELL support).	Student is 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) (receives small amount of ELL support).

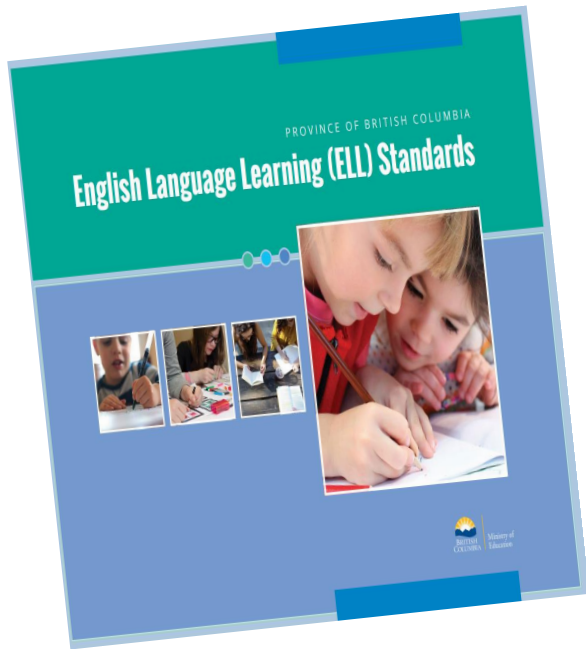
ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – SECONDARY (GRADES 8-12)

DESCRIPTOR	Beginning
Snapshot	Student is starting to learn English (receives intensive ELL support).
Oral Language	The student can understand and respond to simple statements and questions in familiar situations.
Reading	The student can begin to understand some common words and begin to make meaning from visual.
Writing	The student can use a string of simple words to communicate.

ENGLISH LANGUAGE LEARNING – OVERVIEW SNAPSHOT – SECONDARY (GRADES 8-12)

DESCRIPTOR	Beginning	Developing	Expanding	Consolidating	Bridging
Snapshot	Student is a beginner with little English language proficiency in given area.	Student is able to understand and use simple English words and phrases in given area.	Student is able to understand and use an expanding amount of conversational English in given area.	Student is able to understand and use varying amounts of conversational English, and some academic language, in given area.	Student is approaching grade-level proficiency in given area. May need support with nuances of language.
Oral Language	The student may understand basic statements with repetition and gestures. Student is silent, or speech is halted and fragmented.	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate more fluently in conversations about familiar topics and some academic content.	The student can participate in conversations on a range of academic topics with greater fluency.
Reading	The student may recognize symbol/sound relationships. Student derives understanding mainly from visuals.	The student recognizes common words and phrases and begins to make meaning of text.	The student can read, understand, and make personal connections to simple text.	The student can understand more challenging texts and make predictions, inferences, and connections with support.	The student can understand a wider range of academic texts and increasingly complex words.
Writing	The student uses basic letter grouping or simple words. Student has little or no awareness of conventions of spelling, capitalization, or punctuation.	The student uses simple vocabulary and/or repetitive phrases to communicate.	The student uses basic vocabulary and sentence structure to create simple sentences or a paragraph.	The student uses a range of descriptive words to create sentences and paragraphs and communicate ideas.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.

# How do ELL Teachers use The ELL Standards?



- determine **service requirements**
- make **placement decisions**
- **collaboratively set goals** for individuals, classes, or schools
- develop profiles of **classes or groups of students** to support **instructional decision making**
- **plan explicit language instruction**
- **plan and carry out** ongoing ELL instruction and assessment
- **encourage collaboration** among all educators regarding the ELL students' language proficiency and support
- **monitor, evaluate, and report** on individual student performance
- **facilitate communication** with ELL students and their parents

# Yearly ELL Assessment

## All ELL Students:

- participate in a **Yearly Assessment** which consists of:
  - a **standardized reading assessment**
  - a **writing assessment**
  - an informal **oral assessment/ anecdotal notes**



## After the Yearly ELL Assessments:

### Elementary:

- reviewed and discussed with the classroom teachers and a new English Language plan (AIP) is created

### Secondary:

- Based on the results of these assessments, course recommendations for that student will be made by the **ELL Lead at the school** in conjunction with counsellors and administrators.
  - A new English Language plan (AIP) is created
- **NOTE:** *ELL course recommendations are **holistic**, meaning a team of teachers considers more than just test scores alone - we also consider a student's oral language progress and continued work effort and commitment to learning English.*

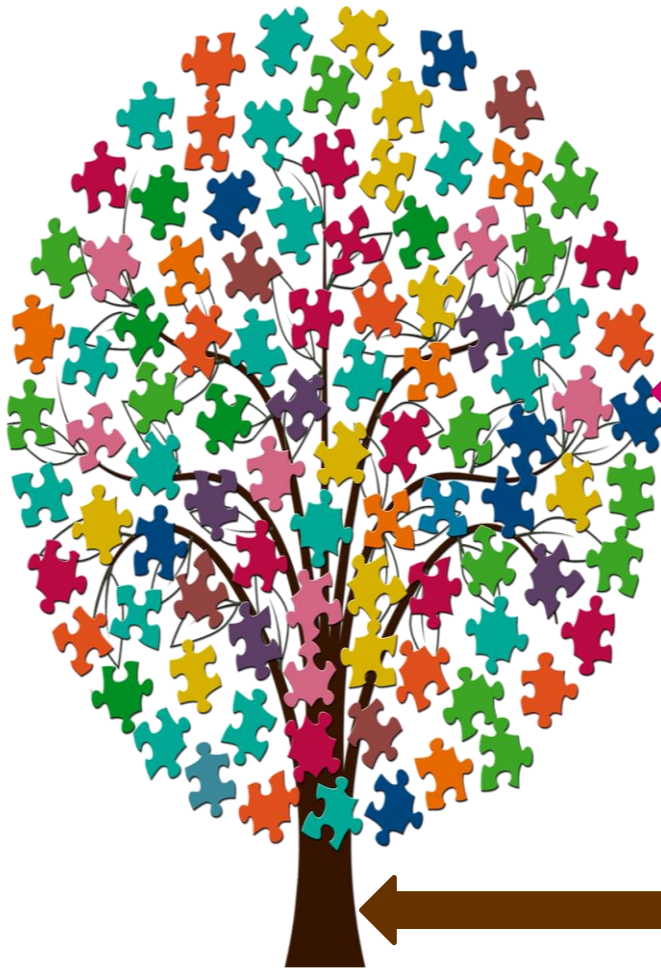
# There are many pieces to assessment!

“Use of standardized tests can yield helpful information for assessment, but ***these should never be the sole means of assessment*** for any area of language development (oral language, reading, and writing).”

BC ELL Policy & Guidelines, 2018 (Page 9)







***Annual assessments should be based on a review of ongoing assessment records together with the student's report cards.***

Ongoing assessment of language and literacy proficiencies *can include, but is not limited to, a combination of the following approaches:*

- Oral interviews with the student
- Review of the student's classroom work (unedited written language samples, completed assignments, tests related to comprehension of content that has been taught)
- Evaluation of the student's reading and listening comprehension
- Anecdotal notes based on observations related to language development and progress
- A standardized test of language proficiency\*

***In assessing language proficiency, schools are encouraged to describe the student's performance in relation to a continuum of descriptors such as the Ministry's ELL Standards.***

***BC ELL Policy & Guidelines, 2018 (Page 9 and 10).***

# How long will/can an ELL student receive ELL support?

- ✓ The Ministry of Education provides up to **5 years** of funded ELL support
- ✓ The **amount of time** required to progress from one level to the next will vary from one student to another
- ✓ **progress varies in pace** and can include apparent regression as well as improvement
- ✓ a level as described **does not equate to a year** of schooling  
*(i.e., a student may spend more than a year or less than a year to complete a particular level)*
- ✓ It is **NOT possible to compress the time** it takes to improve in language proficiency simply by devoting more hours to study.

***Language learning takes time!***

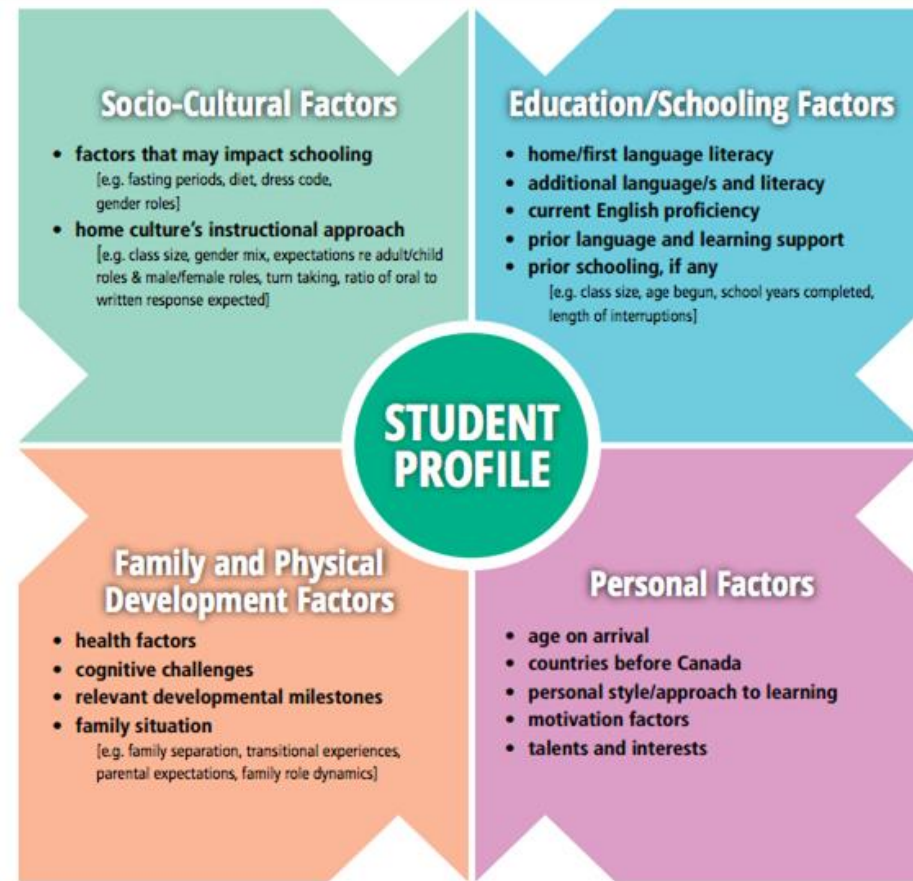


Figure 1: Know your ELL student

# If a student can communicate *socially* in English, why do they need ELL support?

How is this iceberg like an EL's language development?

## Language Learning Iceberg- Dr. Jim Cummins



**Basic Interpersonal Communicative Skills (BICS): *Social language***

- Surface level – Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary – 2000 words
- Simple Sentence Structure
- Low Pressure

**Cognitive Academic Language Proficiency (CALP): *Academic language***

- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)





# Canadian Curriculum

The B.C. Curriculum provides greater flexibility for educators to allow space and time for students to:

- ✓ **Explore** students' passions and interests
  - Teachers use different methods to present information
  - Students often work together in groups projects and games may be part of their learning
- ✓ **Develop** skills, strategies and processes over time
- ✓ **Extend** Indigenous perspectives
- ✓ **Understand and apply** knowledge
  - No longer memorizing and recalling facts
  - Students are engaged in doing, thinking and demonstrating learning by completing assignments that make them *apply* their new information

FIRST PEOPLES

## PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.





# ELL Specialists

## *Supporting students and staff*



### **ELL Specialist**

Language Learning Targeted Skills

Direct Support:

Elementary: Pull out

Secondary: LA courses



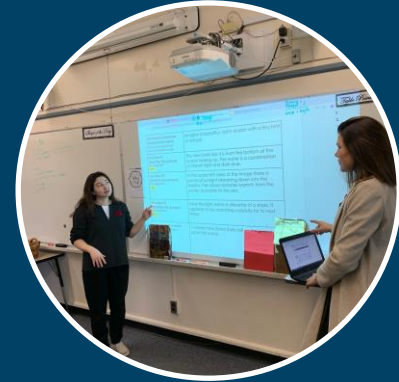
### **Classroom Teacher**

Content Area Instruction

Language Acquisition

Academic Vocabulary

Scaffolds/ Adaptations



### **Co-Teaching/ Collaborating**

Inclusive Education

Shared Responsibility

Supportive

Building Capacity

# ELL Specialists

## *Supporting students and staff*

### English Specialists/ Teachers:

**ELL** - English Language Learning

**EAL** - English as An Additional Language

**ESL** - English as a Second Language

### Secondary specific:

Department Heads

SIOP Leads

Mentoring Support Teacher

ELL Helping Teacher

### Providing Support through:

- The Inclusive Lens of SIOP – Sheltered Instruction Observation Protocol
- UDL – Universal Design for Learning

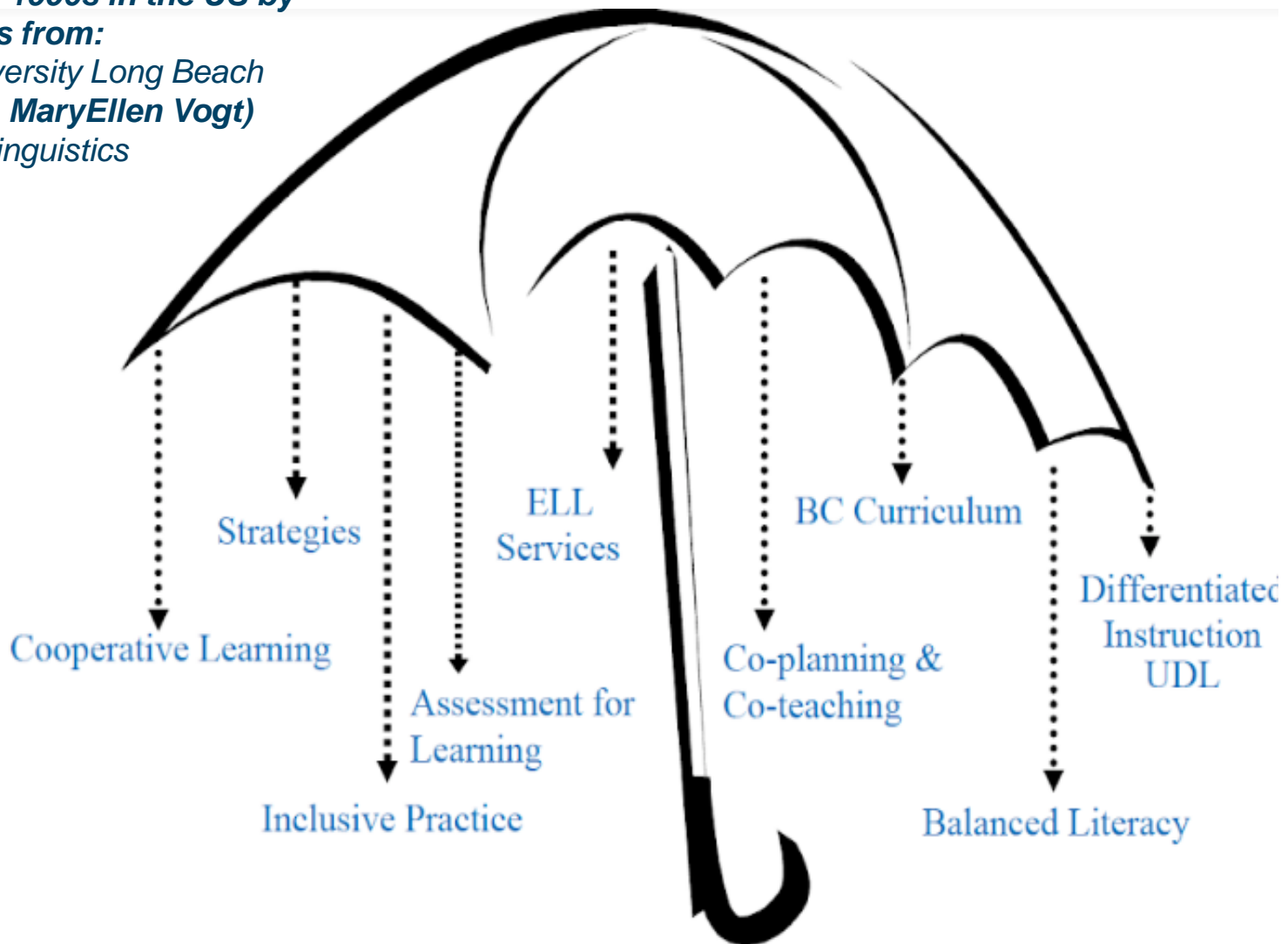


# SIOP (Sheltered Instruction Observation Protocol)

## Research Based Model of Instruction

Developed in the late 1990s in the US by  
three key researchers from:

- California State University Long Beach  
(Jana Echevarria & MaryEllen Vogt)
- Center for Applied Linguistics  
(Deborah Short)



# What is SIOP (Sheltered Instruction Observation Protocol) Model of Instruction?

- The practice of *highlighting key language features* and *incorporating strategies* that make the **content comprehensible** to students.
- A means for *making grade-level academic content more accessible* for English Language Learners while at the same time *promoting their English Language development*.





# Explicitly stating the Task and Language Objectives

Content or task objectives are the “what”

Use the curricular competencies and content goals from the BC Curriculum

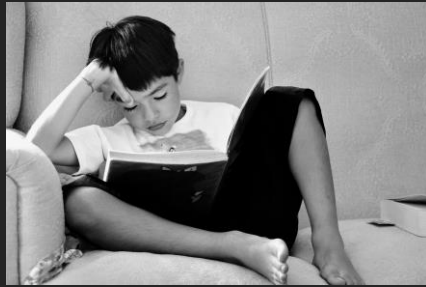


Language objectives are the “how”

Determine key content vocabulary and concept words that build understanding

Task Objective:  
Students will be able to **distinguish** plant from animal cells.

- Language Objectives:
- Students will be able to **orally describe** plant and animal cells to each other.
  - Students will be to **write** about similarities and differences.



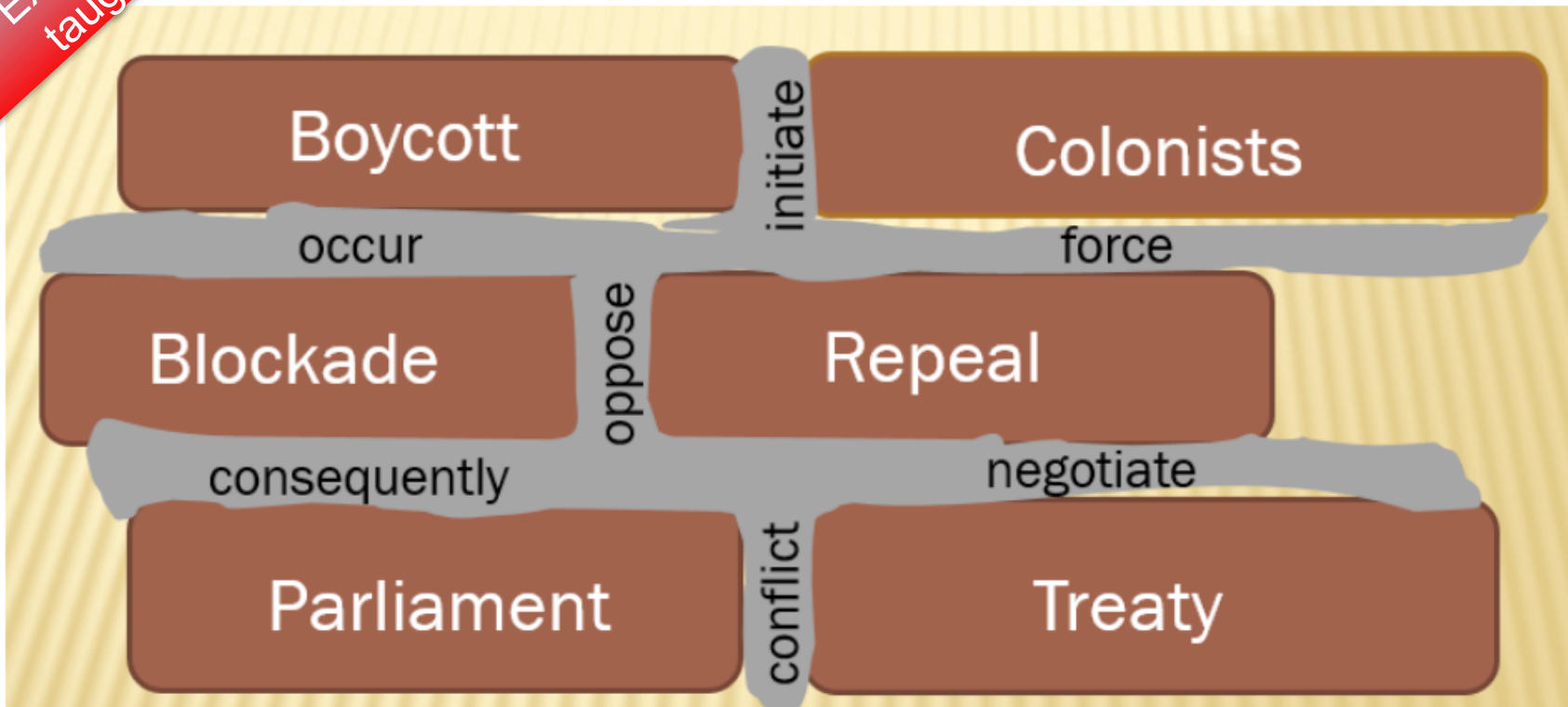
SIOP  
acknowledges  
**the importance  
of vocabulary.**

“One of the most persistent findings in reading research is that the extent of *student’s vocabulary knowledge* relates strongly to their reading comprehension and to their overall academic success.”

Lehr, Osborn, & Hiebert, 2005

# Key Vocabulary Brick and Mortar: Social Studies Example

Explicitly taught!



# Making Content Comprehensible:

- Slow down speech
- Use gestures
- Paraphrase frequently
- Highlight vocabulary – i.e. Remember (Tier 2 words)
- Show visuals/ illustrations
- Tap into background knowledge
- When using textbooks – How are they organized/layout? Key topics
- Give students different texts
- Use graphic organizers
- Present information in more than one way
- Allow students to share information – makes content clear and allow them to practice English





## Each learning journey is unique!



It can be smooth for the most part.



It can require more effort and determination.



It can have many twists and turns and sometimes the end is hard to see.

**SIOP acknowledges the importance of seeing assessment as a journey!**  
**Assess as you go!**

**Formative and Summative Matter!**

**The learning journey is just as important as the final destination!**



## ELL SUPPORT

# Elementary Schools

# Inclusion: Working and Learning Together!



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SCHOOLS

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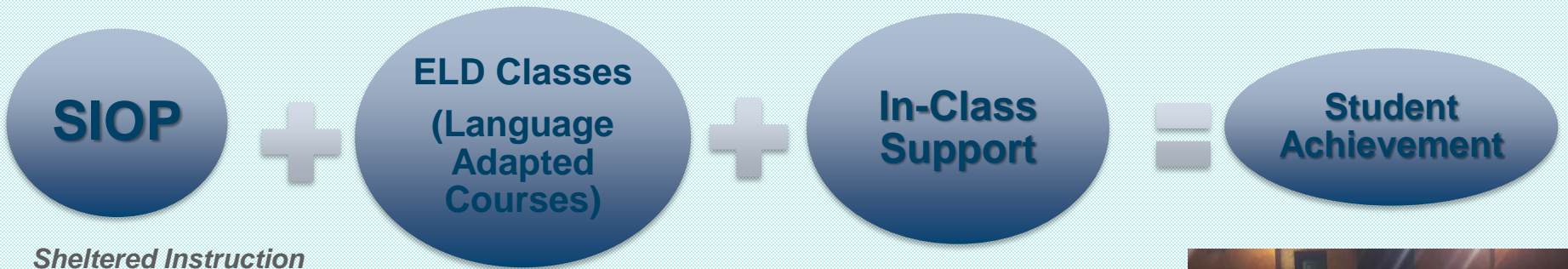


## **ELL SUPPORT**

## **Secondary Schools**

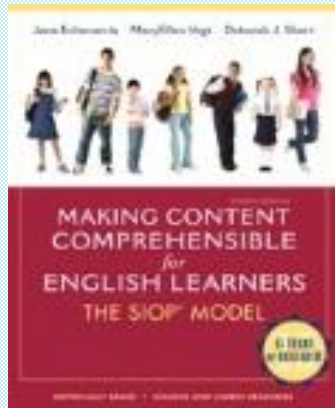


# Collaborative Model of Support in Secondary Schools



*Sheltered Instruction  
Observation Protocol*

- ✓ Teacher Leaders
- ✓ Training
- ✓ Results



## Secondary specific:

Department Heads  
SIOP Leads  
Mentoring Support Teacher  
ELL Helping Teacher





ELL students can enroll in a number of **core language adapted courses** depending on their English Language proficiency.

**Language adapted courses** vary depending on a student's grade level and could include:

- **English Language Arts**
- **Social Studies**
- **Science**

# What are language adapted courses?

- Language adapted courses **retain the same learning outcomes as the regular curriculum**, but with **English-language *adaptations*\***.
  - \***Adaptations** could include graphic organizers to assist with classroom presentations, extended time to complete assignments or tests, support to develop and practice study skills, frontloading of key vocabulary or concepts, multiple exposure to materials, etc.
- A **smaller class size** allows the teacher more time to work with each student.
- An **accessible pace and workload** provides a more welcoming environment for ELL students to grasp content and skills.
- Language adapted courses are **full-credit courses**. Language Adapted courses adapt the curriculum for ELL learners, but students still **receive the same number of credits as students in mainstream classes**.
- While the name language-adapted (LA) appears on the school report cards, these courses follow the regular curriculum for these courses and the name language-adapted will not appear on the student's official ministry transcript.



# Examples of Language Adapted-Board/Authority Authorized Courses

## Language and Cultural Literacy 10

**Rationale:** Canadian students come from a variety of cultural, linguistic, and academic backgrounds. As Canada is a diverse country with a mosaic of cultures and religions, this course will focus on Canadian culture and society including Aboriginal worldviews and perspectives.

**The two overarching questions that will be examined through an exploration of a variety of media are:**

1. What is Canadian culture?
2. What does it mean to be Canadian?

The purpose of the course is also to **explore the conventions of academic discourse**. This component of the course is intended to familiarize students with the conventions of a variety of academic genres.

The final unit of the course focuses on **academic writing**. This unit will support students in developing the broad writing skills required for exposition, narration and description.

### Goals:

- Foster an understanding of Canada's diverse culture and identity including Aboriginal worldviews and perspectives
- Develop the knowledge and skills to engage in academic discourse
- Develop academic writing skill



## English

[Composition 10](#)

[Creative Writing 10](#)

[Literary Studies 10](#)

[New Media 10](#)

[Spoken Language 10](#)

## English First Peoples

[Literary Studies 10](#)

[New Media 10](#)

[Spoken Language 10](#)

[Writing 10](#)



# Examples of Language Adapted-Board/Authority Authorized Courses



BRITISH  
COLUMBIA

BC's Curriculum

## English

[Composition 11](#)

[Creative Writing 11](#)

[Literary Studies 11](#)

[New Media 11](#)

[Spoken Language 11](#)

## English First Peoples

[EFP: Literary Studies + New Media 11](#)

[EFP: Literary Studies + Spoken Language 11](#)

[EFP: Literary Studies + Writing 11](#)

## Academic Writing 11

**Course Synopsis:** The course is intended for senior students who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12.

**Students will be introduced to** the major components of essay writing, various essay types and the writing process itself.

**The course will reinforce** the aspects of good paragraph writing and introduce students to the major components of essay writing, various essay types and the writing process itself.

Through the course, students will **gain an awareness of their abilities and potential as writers** and, by using the skills learned, will **develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.**



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SCHOOLS

*A world of opportunity*

# Why are ELL students enrolled in two English courses? What is the purpose of each course?

*Depending on their grade and language abilities, an ELL student will generally be enrolled in two English classes each year:*

One focused on **English Language Arts as a *subject*** (i.e. literature analysis and response), and

One on **English as a *language*** (i.e. English language development, grammar, vocabulary, etc.).

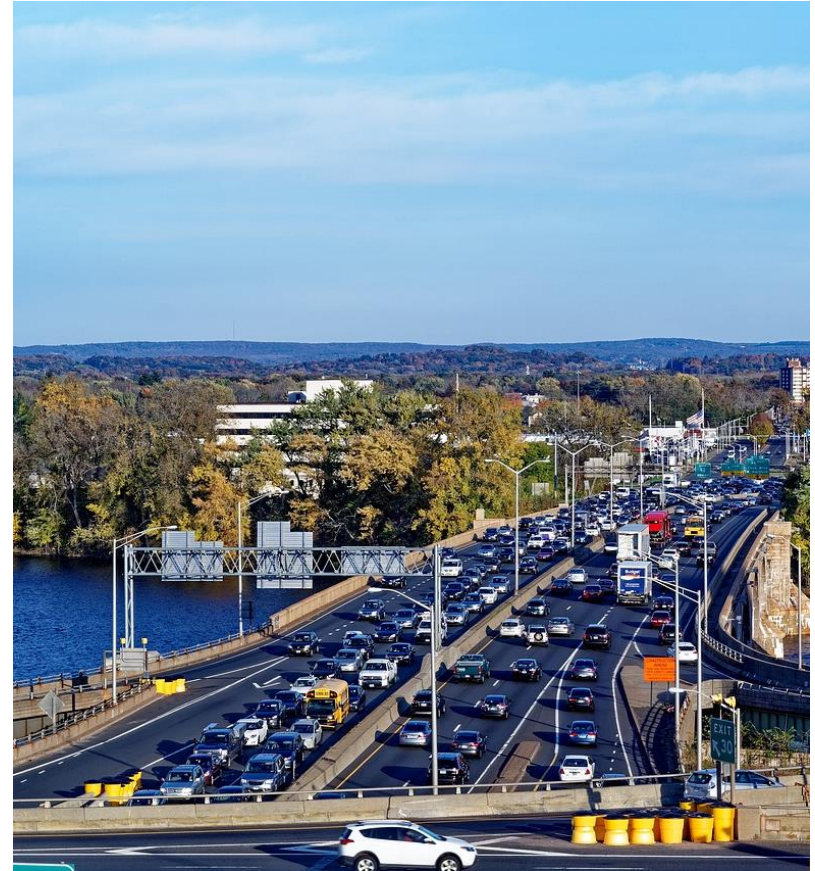
ELL students are **enrolled in both types of courses simultaneously** to provide them with a **comprehensive education in literacy and language** as well as additional exposure to English.



# Will taking Language Adapted (LA) courses impede my progress in high school?

**No!** LA courses are specifically designed to help ELL students catch up to a **moving target** - to **develop their English language skills at the same time they are learning the BC curriculum for their grade level** (think of this process like accelerating to merge onto a highway).

With this goal in mind, **LA courses help ELL students “accelerate” to meet this moving target through targeted language instruction.** And to this end, LA courses are designed (and timetabled) so that students can seamlessly **“merge” into the mainstream versions** of those courses once they have successfully reached **English-language proficiency.**





## What is the difference between...

### ELL Standards

The ELL standards are used to **exclusively evaluate** a student's **English language proficiency**, **not** their ability to demonstrate the skills and content of the **provincial curriculum** for that specific course.

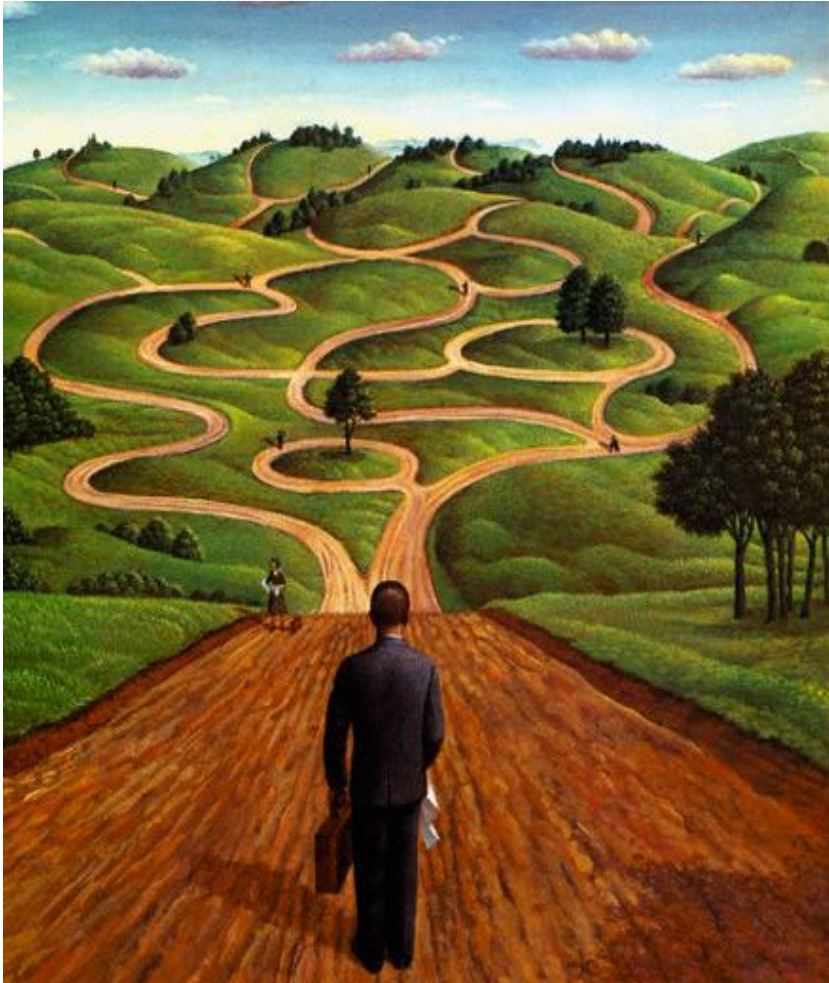
vs.

### Grade in a Language Adapted Course

A student's grade in a Language Adapted (LA) course **reflects their ability to demonstrate the skills and content of the provincial curriculum** for that specific course with appropriate adaptations.



# Course Selections Are Available For All!



## Do ELL courses limit a student's opportunity to learn an additional language in high school?

No! While developing English language skills is of priority, ELL students will have opportunities to enroll in those language classes that offer introductory courses.

## Does taking ELL courses limit the number of electives a student can take in high school?

While taking an English-language support class will occupy one block on a student's schedule, these courses are the **most essential courses for an English language learner to take, especially if they plan to study or work in an English-speaking setting in the future.**

If students are worried about not being able to take a specific elective, there are **various options to maximize the number of courses they can take in their high school career** (ex. blended courses, summer learning, etc.).

In addition, **many electives offer entry-level courses available at a range of grade levels**, giving students several opportunities to take a specific elective. If a student has a specific elective or career-path in mind, they are recommended to speak to their counsellor for more information.

# Do ELL courses limit a student's chances of attending university?



**No!** Taking ELL courses does not limit a student's chances of attending university. **ELL courses are the most essential courses in an ELL student's timetable** to prepare them for attending English speaking universities, where they will be intensively reading, writing, listening, and speaking in English.

## Will ELL courses be listed on transcripts sent to post-secondary institutions?

**No!** While the term "Language Adapted" appears on student timetables and report cards, **this term will NOT appear on a student's official ministry transcript.**

## Will the number of English courses on a student's transcript affect their eligibility for university?

**No!** Universities do not care if a student has more than one English course on their high school transcript. As long as a student **meets the English language requirements for the university**, admissions is only concerned with how a student performs in their high school English classes, not how many English classes they have.







Secondary Schools:  
Inclusive  
Classrooms!



***Thank You!***

**Maria Yioldassis**

District ELL Coordinator

West Vancouver School District #45

