



ENGLISH LANGUAGE LEARNERS AT BURNABY SOUTH SECONDARY SCHOOL

ELL 1

Beginning / Developing English Language Skills

ELL 2

Expanding English Language

ELL 3 / 4

Consolidating and Bridging English Language Skills

<p>WHO are English Language Learners at Burnaby South?</p>	<ul style="list-style-type: none"> Students with little English who have recently arrived to Canada, (within the year and up to 2 years) are usually placed in Level 1. Students range in ability from having no English, to having some everyday vocabulary and can express basic needs and participate in simple exchanges. Students at this level are working from the word level, building vocabulary, to learning how to write simple and compound sentences. They rely a lot on one-to-one support, on visuals, and on translators to make meaning. These students bring rich diversity, experiences and learning from the language and culture of their home countries. 	<ul style="list-style-type: none"> Level 2s have conversational skills and control over basic sentences, simple tenses and general conventions of writing (capitalization / basic punctuation) in English Students can write longer responses to tasks that have been adapted for language and they have enough vocabulary to provide a range of personal examples in discussions and in writing. Level 2 students join school sports and clubs and can participate in everyday conversations with their teachers and peers but may still be hesitant. Level 2 students have strong personal and learning skills from their first language; that first language should be brought in to support development in English during this building phase. 	<ul style="list-style-type: none"> ELL 3 and 4s have usually been in Canada for 3 or 4 years, or they attended school where English was the mode of instruction before being in Canada. These students have enough control of English to be able to respond (may still need some support), to a wider range of age-appropriate and grade level, academic reading, writing and speaking tasks. ELL 3 and 4s communicate with ease in conversation and in class discussions but content-specific vocabulary is still developing, and very academic assignments still need to be modeled and adapted.
<p>WHAT courses do English Learners take?</p>	<ul style="list-style-type: none"> Developing English Strategies ELL 1 Developing English Strategies for Social Studies 1 Developing English Strategies for Science 1 Developing English Strategies for Career Life 1 PLUS Regular Math, P.E. Home Ec / Tech Ed, Art or Music Mainstream teachers adapt for language for ELL Level 1 students for support throughout (SIOP) 	<ul style="list-style-type: none"> Expanding English Strategies ELL 2 Expanding English Strategies for Social Studies 2 Expanding English Strategies for Science 2 PLUS Level 2s get regular Science at this level, plus Regular Math, P.E., CLE 10, Home Economics / Tech Ed, Art, or other electives Mainstream teachers adapt for language for Level 2s 	<ul style="list-style-type: none"> Language Adapted English 8, 9 or 10 Language Adapted Social Studies 8, 9, or 10 Both LAE and LASS are offered through the regular English and Social Studies departments, and students receive the same credit as regular students, but teacher are trained to provide added support for content language. Except for the two specialty courses above, Bridging ELs are timetabled as regular students.
<p>WHY take these ELL courses?</p>	<ul style="list-style-type: none"> to build basic English language skills to develop confidence in a sheltered English language learning environment to acquire the skills necessary for success in a Canadian school, like getting around the school, asking questions, participating in discussions, expressing an opinion, working both independently and cooperatively within a multicultural community 	<ul style="list-style-type: none"> to develop better control over sentence grammar and to work on typical ESL errors (e.g., agreement, count / no count nouns, tense shifting, subordination) to develop / distinguish between academic writing and conversational English to preview classroom activities expected in regular classes like notetaking, essay writing, labs, debate, role play, group work, research projects, presentations 	<ul style="list-style-type: none"> to expand content-specific vocabulary and grade-level academic writing and reading to study with students at a similar English language level, where the pace of instruction is adjusted to support ELL who are learning new content and new language (double the work!) to fill gaps of Canadian academic content that might be missing from home country education.
<p>HOW are ELL students assessed and promoted?</p>	<ul style="list-style-type: none"> All newcomers are initially assessed at the District Welcome Center and an ELL level is recommended to schools ELL reading, writing, listening and speaking skills are assessed using the Ministry of Education ELL Standards All ELLs receive report card comments showing language progress and ways to support language development Formal district reading and writing tests, held in May, assess students for next year's placement. 		<ul style="list-style-type: none"> Students receive regular report card grades from LAE and LASS courses and move on to regular English 11 and Socials 11/12 classes next. LAE and LASS are recorded as regular English and Social Studies on students' official secondary school transcripts.

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| | <ul style="list-style-type: none">▪ Teachers provide frequent and regular feedback / correction / encouragement of language development (SIOP)▪ Teachers, counselors and advisors review ELL student progress throughout the year with regular check-ins. | |
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