English Language Learners:

A Guide for Classroom Teachers

1999

Canadian Cataloguing in Publication Data

Main entry under title:

ELL : a guide for classroom teachers

Includes bibliographical references : p. 32

ISBN 0-7726-3653-2

1. English language - Study and teaching as a second language - British Columbia.* I. British Columbia. Ministry of Education. Special Programs Branch.

PE1128.A2E84 1998 428.3’4’0710711 C98-960238-9

Table of Contents

Introduction

Students for whom English is a second or additional language (or dialect) are a growing segment of British Columbia's K-12 school population. Over the past ten years, the number of students identified as needing ELL services in BC has more than tripled. Lower Mainland school districts have been especially affected, and educators in those districts have had to develop skills and processes to address the growing need. With continuing growth in the numbers of ELL students provincewide, however, the need to provide appropriate ELL services is becoming an issue for districts in all areas of BC. This guide, which draws upon recent research and the advice of BC educators with experience in this field, is intended to provide help for those who have become involved in working with ELL students in their classrooms.

Using this Guide

This document is designed for K-12 classroom teachers who have had limited experience working with ELL students. Produced with the input of both specialist and classroom teachers, this document reflects the view that while the ELL specialist should be involved in providing ELL services for any student who needs them, the classroom teacher also has an important role to play in educating such students. The ELL specialist is an important source of assistance for classroom teachers. Typically the classroom teacher is called upon to work with ELL students in a mainstream setting (i.e., with peers for whom English is a first or native language). While recognizing the very real challenges associated with this task, this document provides some useful orientation and some practical suggestions (based on the experience of colleagues) that can be immediately applied to undertake it successfully.

The primary focus of this resource is on grade-level classroom practice and on sources of assistance for classroom teachers. Information on characteristics of ELL students, on the goal and principles of ELL programming, and on identification of ELL need is also provided. Issues such as placement, provincial funding and policy, initial orientation for ELL intake, and school organization, which are of particular concern to ELL specialists and administrators, are not addressed here to any significant extent.

The basic premise underlying the suggestions provided in this document is that a student-centred approach works best with ELL students, as it does with all students. To convey some sense of the diversity within the ELL student population, a section on "The ELL Learner," has been included at the beginning and fictional profiles of individual students have been placed throughout the document.

The ELL Learner

Definition of an ELL Student:

English Language Learner[i] students are those whose primary language(s) or language(s) of the home, is other than English and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ELL support[ii].

from ELL Policy Framework
Ministry of Education, 1999

[i] In some literature, this is referred to as English as an Additional language (EAL)

[ii] In some literature, this is referred to as English as a Second Dialect (ESD)

There are no typical ELL students. They come from many linguistic and cultural backgrounds and have had a wide variety of life experiences — attributes that can significantly enrich the life of the school and help enhance learning for all students. Not all require the same types of support:

- Some are Canadian-born, but enter school having had varying degrees of exposure to the language and cultural norms of the majority of English-speaking Canadians. They may need to complement their early childhood experiences and home languages with extensive ELL support, including a variety of cultural-bridging experiences, if they are to be successful in the English-speaking school system.
- Some have immigrated to British Columbia with their families after having received some formal education in their home countries. In some cases, they have learned English as a foreign language in school. Given appropriate ELL support, including cultural-bridging experiences, these students usually progress well in their new schools, particularly if their parents support their academic efforts and their evolving bilingualism.
- Some arrive in Canada as refugees. These students may have received little or no schooling in their home country. They may also have experienced the traumatic conditions caused by political, social, and economic upheaval. They have often left their country involuntarily, perhaps leaving key members behind. In addition to ELL support, these students may need specialized counselling and literacy training in their home language(s).
- Some who require ELL support also have special needs associated with mental challenges, physical challenges, behavioural difficulties, and/or giftedness (being an English Language Learner or as a second dialect does not in itself make a student "special needs").

Adjustment Challenges Facing ELL Students

Students who have a limited command of standard English and who are new to British Columbia's culture and school system require a period of adjustment. A sense of dislocation, or the trauma that new arrivals sometimes experience upon leaving their homeland, can cause some ELL students to appear withdrawn, fatigued, or uninterested. Teachers need to be alert to this possibility, if they are to make accurate assessments of students.

While individual circumstances and personal responses will vary enormously, students who have newly arrived in Canada typically experience some form of culture shock. It is in fact common for new arrivals to go through four stages of adjustment:[1]

1. **The Honeymoon Stage:** This stage takes place when people first arrive. It is characterized by extreme happiness, even euphoria. This is especially prevalent with refugees who have finally arrived safely in North America. For them, this is truly the "land of milk and honey."
2. **Hostility:** After about four to six months, reality sets in. Newcomers know a bit about getting around and have begun learning the ropes, but this new place is not like their home: they can't get the food they are accustomed to; things don't look the same; they miss the life of their home country, the familiar places and faces and ways of doing things. Gradually they begin to feel that they hate North America and want to go back to their home country, no matter how bad things were there. This stage is often characterized by:
    - complaining
    - wanting to be only with others who speak their language
    - rejecting anything associated with the new culture (the food, the people, even the new language)
    - feeling depressed and irritable or even angry
    - having headaches or feeling tired all the time.
3. **Humour:** Gradually, the newcomers work toward resolution of their feelings, and their sense of being torn between the new and the old. They begin to accept their new home. They begin to find friends, discover that there are good things about where they are living, and adjust to their lives by coming to terms with both the old and the new ways of living. This is a long process, fraught with feelings of great anxiety in some, because to many, accepting the new means rejecting the old.
4. **Home:** Finally, the newcomers become "native" in the sense that where they live is their home and they accept that they are here to stay. This last stage may be years in coming, and for some will never take place.

Teachers working with newly arrived ELL students should also be aware that they may sometimes respond in unexpected ways to particular classroom situations or events, due to cultural conditioning or to the fact that their cultural values and beliefs differ from those of students with whom the teacher has previously worked. The following chart identifies possible cultural explanations for behaviours that ELL students sometimes exhibit.

[1] adapted from Law, Barbara and Mary Eckes, *The More Than Just Surviving Handbook: ELL for Every Classroom Teacher* (Winnipeg: Peguis, 1990), p. 58.

Wai Lung

Wai Lung is a ten-year-old student who has arrived from Hong Kong with his parents and older sister. He has gone to school regularly and has received English instruction since preschool. Even with this extensive introduction to English, his reading comprehension is low and he still requires considerable assistance with the language. This is frustrating for both him and his parents. His father intends to spend the next two years flying between Vancouver and Hong Kong on business; his mother may join her husband in Hong Kong on occasion.

Research indicates that the more highly developed a student's first language, the more success that student will have acquiring a second.

Alexa

Alexa is a fourteen-year-old student who recently arrived in Canada from Bosnia-Herzegovenia. Although her schooling was interrupted by the strife in her home country, she has been able to acquire a solid elementary education. Her parents have also helped her to continue with informal studies outside of school. Although she has not yet studied English formally, she has acquired some conversational skills that will help her in her schooling here. The loss of family members and friends, however, is an ongoing source of distress for her, causing her to feel despondent and unhappy.

Cultural Differences in Student Behaviour

Perceived Behaviour	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught to employ to avoid giving offense in difficult situations.
The student shrinks from or responds poorly to apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	Cooperative group work is never used by teachers in some cultures. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration).	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, while teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.
The student refuses to participate in extracurricular or in various physical education activities (e.g., swimming, skating, track & field).	Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.
The student seems inattentive and does not display active listening behaviours.	In some cultures, the learning process involves observing and doing or imitating rather than listening and absorbing (e.g., through note-taking).
Performance following instruction reveals that the student is not understanding the instruction, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.
The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators will therefore run contrary to some students' cultural conditioning.

The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In other cases, there may be a high value attached to being prepared, knowledgeable, and correct when one opens one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will therefore read aloud automatically. For others reading aloud is associated with memorization.

The situations described in the chart indicate the need for teachers to revisit their assumptions about the meaning of students' behaviour and adjust their responses accordingly. Often the most effective response is to be clear and explicit about their own expectations or those prevalent in Canadian society.

> ELL services should be provided in a manner that respects students' language and culture of origin and builds on students' existing abilities.

The chart situations also indicate that as ELL students become part of a mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ELL students will affect and make demands of their English-speaking peers.

The Nature of ELL Programming

ELL services are designed to further the intellectual, social, and career development of ELL students by helping them:

- strengthen their ability to communicate fluently in English at school and in the wider community
- acquire the English needed to make academic progress within the BC school system and develop their potential
- develop their other skills (e.g., numeracy, media awareness, scientific understanding, group participation)
- experience and affirm a sense of self- worth rooted in pride in their heritage
- develop an understanding of the similarities and differences between their home culture and the value system upon which their schooling is based.

The principles of learning that have been identified for all students apply to ELL students. These are:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

Xiao Wen

Xiao Wen is a ten-year-old student from Taiwan. He arrived with his parents and two younger siblings. He attended a very good school in Taiwan, but has not yet received any instruction in English. His parents are so eager for him to learn the language, and to "catch up" with his peers (who as Grade 5 students have already had considerable instruction in English Language Arts) that they have hired a tutor for three afternoons a week of additional, after-school instruction. They believe that by hiring the tutor they have discharged their responsibility for Xiao Wen's education. The rest is up to him and his teachers. Xiao Wen feels an enormous amount of pressure, but tries to please his parents by working hard and forsaking school clubs and extra-curricular activities.

Policies and principles that relate specifically to the provision of ELL Programming are set out in the Ministry's *English Language Learners Policy Framework*. In addition, effective, high-quality ELL service delivery takes account of the following realities:

- Becoming proficient in the use of a second language takes time[2]. Unreasonable expectations of progress (on the part of parents, teachers, or students themselves) can be counterproductive.
- Language learning is a complex and gradual process. Language learning is not linear, and progress rates can appear to vary enormously for two apparently similar students.

[2] for more details see Collier, Virginia. "How long: A synthesis of research on academic achievement in a second language." *TESOL Quarterly*, 23, 1989, 509-531.

- ELL students learn English better when there is a meaningful and purposeful context for communication, and a holistic approach to instruction is used. Research and experience have shown that studying language in “bits and pieces” is not a very effective way of learning it.
- English language proficiency and knowledge of Canadian culture are important for the success of students.

Supported integration of ELL learners into age-appropriate classes is the ideal. ELL students cannot afford to wait until they have fully mastered the language to pursue their development in other spheres.

- There are clear educational benefits to maintaining a students’s first language(s): student learning is enhanced by judicious use of two or more languages.
- To facilitate learning, students should wherever possible see their history, literature, and cultural experiences in general reflected in the classroom.
- Parents play a vital role in the education of their children by working in partnership with educators.
- Effective reporting should recognize language and cultural differences.

Identification

Although it is frequently obvious which students require ELL services (and thus qualify as ELL for funding purposes), this is not always true. It is sometimes difficult to recognize that second language support is needed by students who speak English as a second dialect or students who already have acquired some communicative competence in English. With very young students too, the need for ELL support is not always evident, partly because rates and patterns of early development can vary significantly from one student to another, and partly because an accurate assessment of a student's English language proficiency needs to take account of all language modes (listening, speaking, reading, writing).

Some ELL students can display a reasonable command of oral English as they enter school, only to experience difficulties as reading and writing are introduced. With others, the frustration of being unable to cope with limitations that language difficulties can impose may manifest itself in the form of behavioural problems. The challenge for the teacher is to recognize that these difficulties may be indicative of a need for ELL support rather than of a real learning disability or behavioural disorder.

> In the course of learning a new language, comprehension often precedes production. Beginner ELL students may initially be silent for a period, as they listen and internalize.

Indications that a student requires ELL support usually emerge from the kinds of formative assessment that classroom teachers are able to undertake. Teachers who use varied approaches to performance assessment will usually recognize when students are having difficulty with language-dependent activities. For more information on approaches that can be used to expand their repertoire of assessment strategies,3 teachers are advised to consult the following documents published by the Ministry of Education as part of the Assessment Handbooks Series:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

[3] see also O'Malley, J. Michael & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (Toronto: Addison-WELLey Publishing Co., 1996)

The provincial reference sets for reading and writing can also help teachers identify student performance difficulties that may be attributable to the fact that English is a student's second language or that the student uses a dialect of English that differs significantly from the standard English used in the broader Canadian society and in school. These reference sets are:

- Evaluating Reading Across Curriculum (RB 0034)
- Evaluating Writing Across Curriculum (RB 0020 & RB 0021)

Teachers who suspect, on the basis of a student's performance difficulties, that he or she requires ELL support may be able to confirm this by obtaining further information from parents, from guardians, or, indeed, from the student about:

- the student's educational background in class.
- the cultural community of which the family is a part
- the extent to which the home language(s) and English are supported by the family
- the expectations of the student and the family regarding the school system and its culture (e.g., home-work, disciplinary measures, core subjects, field trips).

If it seems that the student should be formally designated as needing ELL services, an ELL specialist should ideally be consulted to confirm this and conduct a formal needs assessment.

Megan

Megan is a happy six-year-old who lives in the apartments near the school. She is a First Nations student whose family has lived off the reservation for many generations. At school, she plays well with the other children and enjoys centres; she is, however, very reluctant to participate in any verbal activities in class. Recently, she experienced great frustration when attempting to tell her teacher that she'd received a walkman for Christmas. She also appears to be having difficulty with beginning reading and writing tasks and has lately begun acting up. At the request of her teacher, Megan's language skills have been tested, and it has emerged that her command of oral English is comparable to that of most four-year-olds. Follow-up discussions with Megan's parents have enabled teachers to determine that the oral language used at home is different from the oral language Megan is expected to use at school. Megan is consequently feeling overwhelmed at school and has begun to believe she cannot learn to read or write.

Formal Assessment and Placement

Any assessment used as a basis for making placement or planning decisions for ELL students should be carried out under the direction or with the assistance of trained ELL specialists.

The process for conducting the initial assessment of language proficiency should involve the use of informal techniques and criterion-referenced instruments (e.g., oral interviews, writing samples) rather than standardized tests. Results obtained using commercially produced standardized tests may be misleading since these are seldom designed to specifically assess ELL students, and tend to be written for, and normed on, English-speaking populations. The assessment instruments used will typically take account of all language modes. They will likely present the student with tasks that integrate these skill areas and include at least some pragmatic assessment (how well the student can do something with the language that is presented).

Provincial policy stipulates that a record of each student's initial assessment should be recorded. The assessment information included in the record should relate to the placement decisions that are made. The record should also identify the amount and type of ELL support service needed (e.g., pullout, in-class).

The initial assessment should subsequently be reviewed on a regular basis (at least once a year), and placement and programming adjustments made as necessary. Time constraints often limit the amount of data that can be obtained during an initial assessment. It is also not unusual for a student from another area or country, particularly if there are cultural differences, to "freeze" when faced with an initial formal assessment in English. Initial assessment results should consequently not be viewed as comprehensive or definitive.

With support, ELL students who have a developing grasp of English fare best if given an opportunity, for most purposes, to participate with appropriate support in mainstreamed classes with non-ELL peers. Given appropriate instructional practice (see "Classroom Planning with ELL in Mind"), their needs can be met without detriment to other students. Subsequent assessments may suggest alternate placements, but generally speaking, research suggests that holding students back until they have better mastery of language is seldom appropriate.[4]

Thi Hoang

Thi Hoang is a sixteen-year-old student who lived in rural southern Vietnam prior to coming to Canada. She and her family were sponsored by an elder brother, whom she has not seen for nine years. While growing up in Vietnam, she was unable to attend school regularly. Although her oral skills are strong, she is illiterate in her first language. Thi Hoang wants to attend school and learn. She also realizes that other students her age are now in Grade 11, one year away from graduation, and she knows her own time in a public school is limited. Her desire to learn frequently puts her into conflict with other family members who see a more traditional future role for her.

[4] Collier, Virginia. "How long: A synthesis of research on academic achievement in a second language." TESOL Quarterly, 23, 1989, 509-531.

Classroom Planning with ELL in Mind

As ELL students are integrated into age-appropriate classes, teachers face the challenge of meeting their needs as well as those of their English-speaking peers. It is common for teachers to ask themselves questions such as:

- How can I address all of the prescribed learning outcomes in the curriculum when I have to "make haste slowly" with the ELL learner?
- How can I get the ELL student(s) to grasp the subject matter, understand instructions, and participate in classroom activities?
- Do I try to teach grammar? ... phonics?
- How much should I attempt to individualize instruction?
- What use, if any, should students be allowed or encouraged to make of their first language as part of classroom learning?

When first bringing ELL students into a mainstream class, some degree of special preparation is helpful. This can include:

- familiarizing yourself with the students' individual profiles (cultural background, prior education, current skills in English, etc.) by reviewing their initial assessment records and meeting with the ELL specialist
- conducting your own quick assessment of students' knowledge as appropriate for their grade level (e.g., for Primary students, vocabulary related to colours, numbers, shapes, directions, school facilities; for Secondary students, vocabulary related to science or math concepts—see the section on "Assessing, Evaluating, and Reporting on Student Progress")
- acquiring visual instructional aids or other materials and supplies that are particularly useful for enhancing or complementing verbal explanations (see the section on "Finding and Using Resources" for suggestions).

Experienced teachers have found that ELL students make better, faster, progress in the long run if they are given sufficient time to absorb new input and are not pressured to complete work or meet the usual age-level performance expectations right away.

Instructional Tips and Strategies

ELL students who have been placed in a mainstream learning environment typically face a threefold challenge. They are simultaneously working to develop:

- a grasp of the knowledge, skills, and attitudes specific to various subjects
- a better command of the English language
- an ability to interact with others and function within the social environment of the school.

There are many possible ways in which teachers can adjust their instructional practice to help ELL students meet these challenges, without jeopardizing the learning of other students. Several adaptations are suggested here.[5] These are based on the recognition that:

- for ELL students, even teachers who do not think of themselves as teachers of language have an important role to play in facilitating linguistic development (teaching in any subject area consequently needs to involve some focus on language)

- teachers need to use varied forms of presentation and encourage students to represent their knowledge and understanding in a variety of ways in order to respond effectively to diversity within the student population.

Teachers will find that many of the strategies and approaches suggested here also help enhance the learning achievement of English-speaking students in their class(es). While most can be applied or adapted for use in any classroom that includes ELL students, teachers will need to select from these strategies and approaches on the basis of their students' needs. It is important to note that, for funding purposes, where the only additional services provided to the students are adaptations within the mainstream class-room, there must be documentation of adaptations specifically designed to address the needs of the ELL student which are distinct from those that would normally be provided to address student differences. Some of the suggestions may work best with younger (e.g., primary and intermediate) students, while others might be more readily implemented with older students.

For ease of reference, the approaches and strategies have been grouped into two broad categories: those pertaining to how the teacher uses language to present information or interact with the students, and those pertaining to classroom procedures or instructional planning (i.e., provision of contextual supports to facilitate the learning of ELL and English-speaking students alike).

[5] material in this section has been adapted from Curriculum & Instructional Services ELL/ESD Students in Your Classroom (North York: North York Board of Education, 1992), pp. 2-3.

The Teacher's Use of Language

• provide additional "wait time" for student responses to questions

When asked a question, ELL students typically translate it into their first language, formulate an answer in their first language, and translate an approximation of the answer into English, before giving their response. They accordingly need more time to respond than do students whose first language is English.

• be conscious of the vocabulary you use

In English, everyday words of Anglo-Saxon origin are generally the easiest for ELL students to comprehend, because they hear and read these words frequently. However, speakers of Romance languages (Spanish, Italian, etc.) comprehend many of our Latinate words more readily because their own languages have the same etymological roots. For example, most ELL students won't understand "comprehend," but Spanish speakers will understand that word sooner than "understand."

• teach the language of the subject

In some subjects students not only encounter specialized vocabulary (e.g., photosynthesis in biology), but also language structures that occur with high frequency in that subject. For example, passive construction, though not frequently used in everyday discourse, is extensively used to describe processes in subjects such as Science and Social Studies (e.g., the experiment was carried out, the logs are felled

and floated downstream, the ballots are counted). Subject-specific vocabulary also includes many words that have different meanings in specific contexts (e.g., mass has more than one meaning, including its very specific and precise meaning in physics). ELL students need to have these words explained in context, as the dictionary generally lists common meanings of words first, which tends to increase the learners' confusion. Cloze exercises based on lesson content (i.e., passages with important key words omitted for students to fill in) are a good way to reinforce ELL students' grasp of content and new vocabulary.

• simplify sentence structures and repeat sentences verbatim before trying to rephrase

Short, affirmative sentences (no negatives) are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge and should be used judiciously. ELL students will gradually become familiar with these more challenging constructions, if they are given help processing them. Explanations can be useful, but it is often a good idea to repeat verbatim difficult sentences containing important information and ideas. This gives students a second chance to process the same structure — something they don't get if they are presented too quickly with a rephrased version that may be just as challenging as the original sentence.

• rephrase idioms or teach their meaning

ELL students often translate idiomatic expressions literally. For example, a teacher might say "Take a stab at it," to encourage a student; the ELL students would be very confused by their literal interpretation of this. If someone uses an expression like this, rephrase it so that ELL students can attach meaning to it. Post a list of the week's idioms for students to see.

• clearly mark transitions during classroom activities

To avoid confusing ELL students when changing topic or focus, explicitly signal the changes (e.g., "first we will...", "now it's time for...")

Explanations and expectations need to be articulated explicitly and completely. Don't simply expect ELL students to "pick up on" assumptions, unstated premises, or subtle nuances of meaning.

• periodically check to ensure ELL students are understanding

ELL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly (some may feel that it is disrespectful or an affront to the teacher to admit that they don't understand). To check for understanding, focus on students' body language, watching for active listening behaviours or for expressions or posture that indicate confusion or frustration. Bear in mind, however, that sometimes only later performance provides an accurate indication of the extent of students' understanding (see the earlier section on "Adjustment Challenges Facing ELL Students").

Contextual Supports for Linguistic Development

• write key words on the board and use visual and other non-verbal cues, wherever possible, to present key ideas

Concrete objects, charts, maps, pictures, photos, gestures, facial expressions, etc. form an important complement to oral explanations for ELL students. Advance organizers are sometimes useful cues for upcoming activities.

• provide written notes, summaries, instructions, and prereading

ELL students may not be able to process oral information quickly enough to understand fully or to make their own meaningful notes; your notes can highlight key ideas, new words, etc.; written instructions are particularly useful to students when homework or major projects are assigned.

- use the students' native languages to check comprehension and clarify problems

If you or some of your students speak some of the native languages of your ELL students, use the first language to clarify instructions, provide translations of key words that are difficult to explain in English, and find out what the students know but cannot express in English. Most ELL students will only need this additional support for a limited time or in rare situations.

Research indicates that the more highly developed a student's first language, the more successful they will be in acquiring a second. In fact, bilingual learners who continue to develop their first language have more success than those who focus entirely on acquiring English; there are also many benefits for students' self-esteem when they know that their primary language is valued.

- communicate interest in students' linguistic development and set expectations

Recognizing that all students use language to both grasp and formulate ideas, let ELL students know that their progress in learning the language is important to you. Give feedback and evaluation on this as well as on the other aspects of their learning related to particular subjects.

- respond to students' language errors

When students produce incorrect grammar or pronunciation, rephrase their responses so as to provide feedback on the content of what they say as well as a model of correct usage, without drawing specific attention to the error (e.g., "*Canada have many natural resource*." "Yes, Canada has many natural resources. Can you name some of them?" or "*Whose own pen is this?" "I'm afraid I don't know whose pen this is."*). In responding to students' written errors, try to focus on consistent errors of a specific type (e.g., lack of plural endings) and concentrate on modelling or correcting only that error. If you target each and every error, the student cannot easily see the logical rule that must be applied in particular situations and may become confused and overwhelmed. Always remember to focus on content first, however.

- use directed reading activities

Many students hope careful reading of the textbook will make up for what they failed to understand in class. Guided or directed reading assignments will help them read purposefully and to better effect than if they simply attempt to wade through a chapter with the help of a dictionary. With ELL students it is often better to discuss before they read, rather than the reverse. Consider:

  - previewing the text (focusing on chapter headings, illustrations, glossaries, etc. so that students have a sense of the organization and content before they begin to read)
  - providing a pre-reading question about the main idea(s) in the text as a focus for reading
  - having students locate key words (e.g., technical terms) in the passage and use contextual clues to explain their meaning
  - having students keep vocabulary notebooks to record subject-related words and explanations along with contextualized usage examples (these can be checked and evaluated two or three times during the year)
  - providing follow up questions that refer students back to the text to find details that support an argument or to draw inferences from their reading

- use audiotaped texts to combine aural and visual cues

Some teachers have created audiotapes of their own selected texts.

• establish a supportive environment for language learning

Talk to the whole class about the need for language learners to feel comfortable speaking English without fear of ridicule.

In most subject areas, ELL students should be able to grasp essential concepts, if these are presented carefully, emphasized through repetition, and clearly distinguished from finer points that the students are less able to fully assimilate.

• use cooperative learning strategies

Some ELL students may be unfamiliar with cooperative learning strategies or even culturally predisposed to reject them (see the earlier section on “Adjustment Challenges Facing ELL Students”). The rationale for cooperative learning may consequently need to be explained, and the related strategies may need to be explicitly taught.

Cooperative learning groups provide opportunities for ELL students to interact orally with their peers in a small, non-judgmental forum. ELL students are able to hear others use the language of the subject to review key points. They are also able to ask questions they might be reluctant to pose in front of the whole class. Research studies show that the use of carefully structured learning groups has many positive out-comes in terms of academic achievement, communication skills, race relations, the development of socially responsible and cooperative behaviour and attitudes, and self-esteem.

• encourage students to rehearse information or instructions orally

Students can work in pairs or small groups to explain or reinterpret instructions to each other. In this way, peers help ensure that everyone in the group understands.

• use peer tutoring

Use of peer tutors is especially helpful for integrating new arrivals and helping orient them to school and classroom routines. The approach works best if the students being paired are compatible, if specific responsibilities are assigned, and if some training and recognition are provided for those who undertake the tutoring. For example, a supportive student (perhaps a well integrated ELL student whose lan-guage skills are already quite developed) can be assigned to work with an ELL peer on a set of math problems, verbalizing each step of the process aloud. If the ELL student can verbalize the process at the end of a specified period, both students receive recognition.

• establish a homework club

A homework club is usually a safe, quiet environment for students to complete homework assignments.

ELL Students with Special Needs

ELL students have the same spectrum of abilities as any other cross section of the population. The fact that they may require extra assistance to learn the language of instruction does not exclude the possibility that they may need assistance in other areas as well. Some may have visual impairment, hearing deficiency, lack of psychomotor skills, or particular talents and gifts that demand consideration. These students have special needs, as defined by the Ministry of Education and will require IEPs of the sort described in *Individual Education Planning for Students with Special Needs — A draft resource guide to support teachers* (Ministry of Education, 1995).

When engaging in educational planning for a Special Needs student for whom English is a second language, it is important to include an ELL specialist teacher on the IEP team. It may also be necessary to include on the team a bilingual individual who can facilitate home-school liaison. As participants in the planning process for ELL students who have special needs, these individuals may be able to help provide information or perspective on:

- the student's family situation (What is the immigrant status of the student and the student's family? Does the student have siblings?)
- the language(s) used in the student's home (What command of the English language do the student's parents or guardians have?)
- the student's first-language proficiency (Has the student's level of first language proficiency been assessed? Is the student literate in a language other than English? When did the child begin to speak the first language?)
- the student's proficiency with English (What is the extent of the student's interpersonal communication proficiency? What is the extent of the student's cognitive academic language proficiency?)
- the student's educationally relevant health records (Are the records available/complete? What pertinent information do they reveal?)
- the student's previous educational experience (Has the student experienced interruptions in schooling?) and past learning history (Has the student ever experienced difficulties acquiring his or her first language?)
- the student's learning style and preferences (What type of instructional approach is the student used to? For example, does the student work comfortably in cooperative groups? How does the student view his or her responsibility as a learner?)
- the nature and extent of family support (Are the students' parents or guardians actively involved in the student's day-to-day life and education? Are other members of the family playing an important caregiving or supportive role? What constructive role can they be expected to play?)
- the parents' or guardians' goals for the child (What may be the expectations with respect to the child's future career or life role? Do the parents' or guardians' goals for the child differ from the student's own aspirations?)
- culturally based behaviours in the classroom (Are there possible cultural explanations for behaviours that seem unusual or problematic?)

ELL Students with Other Requirements

Mohmmed

Mohammed is a thirteen-year-old student who was born in Somalia. During the time he spent in that country his schooling was very disrupted by civil strife. He and his family fled Somalia together, but Mohammed and his father became separated from the other family members as they were trying to reach a refugee camp in Kenya. After they had arrived at the camp, his father went to look for other family members and failed to return. Mohammed was in the refugee camp for three years before authorities located a distant relative who had made it to Canada. He now lives with her and her four children. Mohammed's parents and five siblings have not yet been located.

Some students who are not formally designated as "special needs," nonetheless have personal circumstances that make learning difficult. These students include:

• refugees who may have been traumatized by past experiences

•"satellite" children who may have been left on their own in Canada by parents who have returned to their country of origin

•students who are not progressing academically and require Learning Assistance

•students who have gaps in their formal education.

These students may require additional support and counselling.

Assessing, Evaluating, and Reporting on Student Progress

Generally speaking, the best evidence of an ELL student's real, developing language proficiency comes from performance in class. Teachers who do not have extensive experience with ELL students need to keep in mind, however, that functioning all day in a second language is exhausting and demanding, especially for beginners. Homework can take these students two to three times longer to complete. Assignments should therefore be carefully chosen to emphasize important concepts and knowledge. More work isn't always better.

Short in-class "tests" can also yield useful information about students' understanding of both subject matter and language, provided teachers:

• avoid heavy reliance on multiple-choice and true/false assessment instruments with ELL students (these involve a lot of reading and often depend on comprehension of subtle shades of meaning)

• provide extra time on tests for ELL students to process the questions in English, think about them in their first language, and respond in English.

Functioning all day in a second language is exhausting and demanding. Homework can take these students two to three times longer to complete.

Evaluating ELL students' linguistic development on the basis of evidence gathered from class performance, homework assignments, and short in-class tests requires teachers to have some sense of the range of performances they can expect (i.e., a set of performance descriptors indicating different levels of linguistic ability). Teachers are free to use any system of performance descriptors they feel is appropriate, consistent with district policy and the practice of their colleagues in the school. The descriptors should address the four aspects of language development – speaking/listening, reading, and writing. Two sample rating instruments listing performance descriptors for language development have been provided on the following pages. Classroom teachers may find these helpful in identifying students who may require ELL services or in tracking the progress of designated ELL students who have been placed in their mainstream classes. Some districts have also developed their own rating instruments for teachers to use. Teachers can find out about these from their district offices.

It may help to keep in mind that the classroom teacher's assessment and evaluation of students' language progress is mainly designed to:

- complement assessment/evaluation related to subject-specific learning outcomes

- serve as a planning tool, enabling the teacher to better decide which language skills or capacities to focus on with a particular group of students and in what order to proceed
- provide information that can be used to communicate with the parents or guardians of ELL students concerning their son's or daughter's progress

Although the classroom teacher's assessment/evaluation of students' language progress can help inform placement and service decisions for ELL students, these decisions benefit from the input of an ELL specialist. This individual will typically conduct a complementary assessment at least once a year (see the section on "Identification — Formal Assessment and Placement," as well as the section on "Finding and Using Resources — Role of the ELL Specialist").

The ELL specialist should also be involved in preparing formal communication with ELL students and their parents or guardians concerning student progress in using the language. The specialist's input is especially important if the school intends to use letter grades for reporting on student progress with respect to language learning, since letter grades are appropriate only where the ELL students are expected to meet the provincially prescribed learning outcomes for a particular subject, or expected to meet the learning outcomes for courses in a locally developed program.

Characteristics of Students' Oral/Listening Skills[6]

(What they Indicate about Proficiency Level)
Student name:
Age:
Grade:
Length of time in Canada:
Length of time at school:

Characteristics of Students' Oral/Listening Skills
(What they Indicate about Proficiency Level)
Date:
Teacher(s):
First language or languages other than English:

Focus	Emerging	Beginning	Developing	Expanding	Proficient	Fluent
SPEAKING		• begins to name concrete objects • begins to communicate personal and survival needs	• begins to initiate conversation • retells a story or experience • asks and responds to simple questions	• can sustain a conversation • begins to communicate in classroom settings	• can participate in social and class discussions • errors do not interfere with meaning	• communicates competently in social and class settings
FLUENCY	• repeats words	• speaks in single-word utterances and short patterns	• speaks hesitantly, rephrasing and searching for words	• speaks with occasional hesitation	• speaks with near-native fluency (hesitations do not interfere with communication	• speaks fluently
STRUCTURE			• uses predominantly present tense verbs • demonstrates	• uses some sentence variety • inconsistently applies rules of	• uses a variety of structures with occasional grammatical errors	• uses a variety of grammatical structures correctly and

			errors of omission (leaves words out, endings off)	grammar (e.g., runned, mans, not never, more higher), especially with verbs			easily
VOCABULARY		• uses functional vocabulary	• uses limited vocabulary	• uses adequate vocabulary – some errors in word usage	• uses varied vocabulary	• uses extensive vocabulary — may lag behind native-speaking peers	
LISTENING	• understands little or no English	• understands words, phrases – requires repetition	• understands simple sentences in sustained conversation — requires repetition	• understands classroom discussions with repetition, rephrasing, clarification	• understands most spoken language, including class discussion	• understands class discussion without difficulty	

[6] adapted from Figure 4.5 in O'Malley, J. Michael and Lorraine Valdez-Pierce,

Authentic Assessment for English Language Learners: Practical Approaches for Teachers (Reading, MA: Addison-WELLey, 1996), which in turn is based on a rating scale developed by ELL Teachers Portfolio Assessment Group (Grades 1-12), Fairfax County Public Schools, Virginia

Characteristics of Students' Reading/Writing Skills[7]

(What they Indicate about Proficiency Level)
Student name:
Age:
Grade:
Length of time in Canada:
Length of time at school:

Characteristics of Students' Reading/Writing Skills
(What they Indicate about Proficiency Level)
Date:
Teacher(s):
First language or languages other than English:

Focus	Emerging	Beginning	Developing	Expanding	Proficient	Independent	Fluent
READING	• listens to read-alouds • can repeat • recognizes sound-symbol relationships	• can do choral reading • can retell simple texts • uses some phonics and/or other decoding skills	• can retell a complete story — beginning, middle, end • recognizes plot, character, and events	• can read independently • can read aloud • can "read between the lines" (i.e., draw appropriate inferences)	• reads independently • relates reading to personal experience • uses a variety of reading strategies • recognizes literary elements and genres	• reads for enjoyment • reads and completes a wide variety of texts • responds personally and critically to texts • matches a	

						wide variety of reading strategies to purpose	
WRITING	• uses single words, pictures, and patterned phrases • copies from a model • exhibits little awareness of spelling, capitalization, or punctuation	• writes predominantly phrases and patterned or simple sentences • uses limited or repetitious vocabulary • uses temporary (phonetic) spelling	• writes in present tense and simple sentences; has difficulty with subject-verb agreement; run-on sentences are common • uses high-frequency words; may have difficulty with word order; omits endings or words • uses some capitalization, punctuation, and transitional spelling; errors often interfere with meaning	• able to write an entire paragraph • writing exhibits inconsistent use of a variety of verb tenses, subject-verb agreement errors, and limited use of transitions, articles, and prepositions • vocabulary is appropriate to purpose, but sometimes awkward • uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning	• writes multiple paragraphs, as necessary • is generally able to present a main idea with supporting detail • uses appropriate verb tenses; errors in sentence structure do not detract from meaning • uses varied vocabulary appropriate fro the purpose • makes few mechanical errors (errors of spelling, punctuation, and capitalization) and seldom any that detract from meaning		• writes single or multiple paragraphs with a clear introduction, fully developed ideas, appropriate transitions, and a conclusion • uses appropriate verb tenses and varied sentence structures • uses varied, precise vocabulary • makes only occasional mechanical errors, none of which detract from meaning

[7] adapted from Figure 5.8 and Figure 2.5 in O'Malley, J. Michael and Lorraine Valdez-Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Reading, MA: Addison-WELLey, 1996), which in turn are based on materials drafted by ELL Teachers Portfolio Assessment Group, Fairfax County Public Schools, Virginia

Finding and Using Resources

Knowing about the resources available to help meet the needs of ELL students and gaining access to these resources will enable any classroom teacher to provide more effective instruction for ELL learners. These resources include instructional materials for use with students, the expertise of ELL specialist teacher, and the numerous publications providing research updates, methodological suggestions, curriculum outlines, or other information related to the teaching of English Language Learner students.

Instructional Materials

Teachers who have experience working with ELL students recommend having available in the classroom:

- dictionaries specifically designed for learners of English (this type of dictionary provides pronunciation keys, simple explanations, and contextualized examples rather than the precise definitions and information about part of speech given in standard dictionaries)

- bilingual dictionaries
- picture and visual dictionaries
- alphabet letters (print and cursive)
- drawing, painting, and modelling supplies (e.g., plasticine)
- catalogues, magazines, or other heavily illustrated reading material
- games (including board games, card games, and computer games that require or focus on language use at an appropriate level)
- manipulatives
- realia

As a resource person, the ELL specialist may act as an advocate for ELL students, for multicultural understanding in the school and community, and for the idea that continued growth in students' first languages should be supported.

The Role of the ELL Specialist

The ELL specialist[8] is an important source of assistance for classroom teachers. While this individual's role is many faceted, it typically has three aspects:

Language Teacher

As a language teacher, the ELL specialist:

- instructs ELL students (including special needs students with particular gifts or challenges) whose English proficiency ranges from beginner to advanced
- teaches English as an additional language using strategies to improve listening, speaking, reading, and writing
- introduces ELL learners to basic concepts (and the language that accompanies understanding) in various subject areas

Resource Person

As a resource person, the ELL specialist may:

- assess the needs of ELL students, using appropriate means (see the section on "Identification — Formal Assessment and Placement")
- suggest appropriate placement, programming, and service delivery alternatives in consultation with classroom teachers and administrators (this may include assisting with overview planning to determine how best to support students' achievement of learning outcomes in a broad range of subjects — mathematics, science, fine arts, social studies, etc.).
- suggest adaptations to the classroom environment or the curriculum, if requested to do so
- assume the role of "case manager" for ELL students, keeping records of their background, support by specialists, and progress

- help resolve any apparent behavioural problems that arise (difficulties may sometimes reflect a cultural misunderstanding)
- coordinate support and interagency services for ELL students
- act as an advocate for ELL students, for multicultural understanding in the school and community, and for the idea that continued growth in students' first languages should be supported
- advise or provide referrals for students who may be under extreme pressure, suffering trauma, or at risk for other reasons

[8] adapted from Whitehead, Marilyn. *Supporting Language Learning: An ELL Resource Book for Classroom Teachers* (Nanaimo/Ladysmith: School District #68, 1995), p. 18

Family Liaison Contact

As an initial and ongoing point of contact for the ELL student's family, the ELL specialist can:

- ensure a warm welcome to new ELL students and their families
- facilitate communication with parents or guardians through interpreters and translations
- facilitate the involvement of ELL parents or guardians in school activities
- help interpret cultural and educational practices and expectations for parents (or guardians) and students (and reciprocally for school personnel, as needed).

Useful Print References

A representative sample of useful resources for those working with ELL students is included in the following list. Those marked with * can be used as practical teaching resources.

* Acosta, Joan. *Canada Coast to Coast.* Vancouver: Douglas & McIntyre (Educational), 1987. (Teacher's Guide available)

Arquilla, Enza. et al. *Expected Learning Outcomes for Students Requiring ELL Support at Levels 3 and 4 for Written and Oral Expression in Richmond.* Richmond: Richmond School District, 1997.

Association for Supervision and Curriculum Development (ASCD). ASCD Yearbook 1996: *Communicating Student Learning.* Alexandria Va.: ASCD, 1996.

Atkinson, M. and N. Birk. *Let's Talk Together: A Parent-Teacher Conference Guide*. Golden, BC: School District 18, 1997.

* Black, Howard and Sandra. *Organizing Thinking: Graphic Organizers, Book 2.* Pacific Grove Ca.: Midwest Publication, Critical Thinking Press & Software, 1990. (also available on disk)

* Brautigam, Christel. et al. *Guidelines for Elementary ELL Support.* Richmond: Richmond School District, 1997.

Carrasquillo, Angela L. & Vivian Rodriquez. *Language Minority Students in the Mainstream Classroom.* Clevedon, England: Multilingual Matters Ltd. 1995 (Bilingual Education and Bilingualism 7)

* Chabot, John F. 101 *Illustrated Crossword Puzzles.* Virgil, Ont.: Full Blast Productions, n.d.

Chan, Lillian; Frances)Parkin; Felicity Sidnell. *Here's How: Teaching ELL/ESD Students in Regular Classes.* Toronto: Language Study Centre, Toronto Board of Education, 1989.

Coelho, Elizabeth. *Cooperative Learning Strategies.* Markham, Ontario: Pippin Publishing, 1993.

Coelho, Elizabeth. *Jigsaw.* Markham, Ontario: Pippin Publishing, 1991.

Cole, R.W. (Ed.). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners.* Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD), 1995.

Collie, Joanne and Stephen Slater. *Literature in the Language Classroom*. Cambridge: University ofCambridge Press, 1987.

*Collier, Virginia. "How long: A synthesis of research on academic achievement in a second language." *TESOL Quarterly,* 23, 1989, 509-531.

Crowhurst, Marion. *Language and Learning Across the Curriculum.* Scarborough: Allyn & Bacon Canada. 1994.

Cummins, J. *Bilingualism and Special Education: Issues in Assessment and Pedagogy.* Clevedon: Multilingual Matters, 1984.

Curriculum & Instructional Services. *ELL/ESD Students in Your Classroom.* North York: North York Board of Education, 1992.

Galloway, Glenys. et al. *In your classroom: supporting the integration of secondary ELL learners.* Vancouver: School District No. 39. 1994.

Gibbons, Pauline. *Learning to Learn in a Second Language.* Portsmouth, NH.: Heinemann, 1991.

Gunderson, Lee. ELL *Literacy Instruction: A Guidebook to Theory and Practice.* Englewood Cliffs, N.J.: Prentice Hall, 1991.

Helmer, Sylvia & Catherine Eddy. *Look at Me When I Talk to You: ELL Learners in Non-ELL Classrooms.* Toronto: Pippin Publishing. 1996.

Law, Barbara and Mary Eckes. *The More Than Just Surviving Handbook: ELL for Every Classroom Teacher.* Winnipeg: Peguis, 1990.

Levitan, S. (ed). *I'm Not in my Homeland Anymore.* Scarborough, Ont.: Pippin Publishing, 1998.

Meyers, Mary. *Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom.* Toronto: Irwin Publishing, 1993.

O'Malley, J. Michael & Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* Toronto: Addison-WELLey Publishing Co. 1996.

Peitzman, Faye and George Gadda. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines.* Don Mills, Ont.: Addison WELLey, 1994.

Pottle, Jean L. *Writing Frames — 40 Activities for Learning the Writing Process.* Portland, Maine: J. Weston Walch, 1998.

Richard-Amato, Patricia A., and Marguerite Ann Snow (eds.*). The Multicultural Classroom: Readings for Content-Area Teachers.* White Plains, NY: Longmans, 1992.

Short, Debra. *How to Integrate Language and Content Instruction.* Washington: Centre for Applied Linguistics, 1991.

Waxler-Morrison Nancy, Joan Anderson, and Elizabeth Richardson. *Cross-Cultural Caring: A Handbook for Health Professionals in Western Canada.* Vancouver: UBC Press, 1990.

Whitehead, Marilyn. *Supporting Language Learning: An ELL Resource Book for Classroom Teachers.* Nanaimo/Ladysmith: School District #68, 1995.

Acknowledgments

The Ministry of Education would like to acknowledge the ELL educators who helped develop the 1990 document, *Language, Culture, and School: An Introduction to English Language Learners Education.* This publication not only contributed to the development of ELL expertise in the field, but also summarized research findings and articulated ideas that remain valid and that are reflected in the present work.

Mallory Burton	School District #52 (Prince Rupert)
Maggie Cooper	Ministry of Education
Margaret Early	University of BC
Catherine Eddy	School District #39 (Vancouver)
Hugh Hooper	School District #39 (Vancouver)
Rosemary Neish	School District #41 (Burnaby)
Maureen Seesahai, Chairperson	Ministry of Education
Yonnie Yonemoto	School District #38 (Richmond)

The ministry likewise recognizes the contribution of those educators who offered advice and input through their participation in an Expert Overview session, held December 18, 1995 in Vancouver:

Tony Carrigan	School District #38 (Richmond)
Joan Dary	School District #41 (Burnaby)
Matt Hassen	School District #41 (Burnaby)
Judy Mukuda	School District #43 (Coquitlam)
Helen Myers	Ministry of Education
Ralfe Sánchez	School District #36 (Surrey)

In early 1996, several BC ELL educators helped develop *Educational Planning for Students Receiving English Language Learning Support: Draft Resource Guide for Teachers and Administrators.* Some of their suggestions for managing the delivery of ELL service in BC classrooms are included in the present document:

Marnie Atkinson	School District #18 (Golden)
Helen Myers	Ministry of Education
Maureen Seesahai	School District #41 (Burnaby)

Marilyn Whitehead	School District #68 (Nanaimo)
Yonnie Yonemoto	School District #38 (Richmond)

In addition, the ministry extends its thanks to the members of Working Committee 3, which worked on the development of a manageable alternative to the Individual Educa-tion Plan (IEP) for students receiving ELL services during the latter part of 1996. In preparing its report, *Planning, Reporting, and Accountability for ELL*, released in December 1996, this group of stakeholder representatives expanded on prior work:

Sandra Bourque	BCSTA
Peter Healy	BCPVPA
Neil Horne	BCSSA
Charles Naylor	BCTF
Robin Rasmussen, Chairperson	Ministry of Education
Maureen Seesahai	BCTF
Yonnie Yonemoto	BCTF
Lanny Young	BCPVPA

Thanks, finally, are extended to the specialists and classroom teachers who provided advice on current best practice and requirements in the field in order to create this document:

Suzanne Bell	Ministry of Education
Janie Benna	School District #41 (Burnaby)
Vivian Cameron	School District #82 (Coast Mountains)
Jane Doll	School District #38 (Richmond)
Margaret Early	University of BC
Catherine Eddy	School District #39 (Vancouver)
Marion Hartley	School District #41 (Burnaby)
Sylvia Helmer	School District #39 (Vancouver)
Colleen McCormick	School District #38 (Richmond)
Helen Mirfield	School District #38 (Richmond)
Cathy Morgan	School District #82 (Coast Mountains)
Gerry Morisseau	School District #61 (Victoria)
Conor Murphy	School District #39 (Vancouver)
Rosemary Neish	School District #41 (Burnaby)
Scott Parker	School District #41 (Burnaby)
Robin Rasmussen	Ministry of Education
Gail Renard	School District #61 (Victoria)

Brian Roach School District #39 (Vancouver)