

برنامه های درک از
یادگیری زبان انگلیسی
در مدارس (ELL)
متوسطه

**VANCOUVER
SECONDARY
SCHOOLS**



برنامه و پشتیبانی
چرا فرزند من به کلاس‌های
ELL
احتیاج دارد؟

سطح خواندن و نوشتن پایین تر از سطح مورد نظر مدرسه است

سطح صحبت کردن متفاوت از گروه از همسال هست

استانداردهای وزارت آموزش و پرورش را در اسلایدهای بعدی دنبال کنید

ELL= English Language Learners

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

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

Student Name: _____

Student ID#: _____

	Beginning	Developing	Expanding	Consolidating	Bridging
<i>Student can...</i>					
Oral Language					
<i>Receptive</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand short simple and/or memorized phrases on familiar topics <input type="checkbox"/> Understand basic words, phrases and simple classroom directions with help (repetition, gestures, translation: peer/electronic) <input type="checkbox"/> Watch others and recognize key words to participate in activities and conversations <input type="checkbox"/> Understand some basic instructions and literal questions (who, what, where...) <input type="checkbox"/> Understand limited common expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand short, simple sentences and phrases on familiar topics (school, self and home) <input type="checkbox"/> Understand the gist of ideas of discussions and conversations <input type="checkbox"/> Understand everyday conversation with greater ease including routine classroom phrases (nouns, pronouns, verbs and connecting words) <input type="checkbox"/> Understand simple and two step instructions and some open-ended questions <input type="checkbox"/> Understand some common social expressions and simple idioms in everyday context 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand compound and complex sentences in social and academic contexts <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics with support <input type="checkbox"/> Understand everyday conversation including main ideas and subject-specific information <input type="checkbox"/> Understand multi-step instructions and commands with support <input type="checkbox"/> Understand some common idioms, cultural language and humour 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand a variety of complex sentence structures <input type="checkbox"/> Understand classroom discussions on academic topics to complete tasks <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics <input type="checkbox"/> Understand multi-step instructions and commands <input type="checkbox"/> Understand common idioms, cultural language and humour 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand grade appropriate academic language <input type="checkbox"/> Understand academic language required to complete tasks at/near grade level <input type="checkbox"/> Understand a wider variety of spoken discourse in terms of purpose, structure, and organization. <input type="checkbox"/> Understand multi-step instructions and commands at/near grade level <input type="checkbox"/> Understand subtle social/cultural references and identify bias language
<i>Expressive</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Primarily use first language to communicate meaning and/or use one word answers or simple phrases <input type="checkbox"/> Respond to simple choice questions <input type="checkbox"/> Express some personal information with support (repetition, gestures, translation: peer/electronic) <input type="checkbox"/> Participate in classroom interactions by using memorized words, with frequent repetitions and long pauses <input type="checkbox"/> May be in the silent stage 	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple everyday conversational language using phrases/simple sentences <input type="checkbox"/> Respond to some common social expressions and questions <input type="checkbox"/> Express a variety of words and phrases about self, family and interests <input type="checkbox"/> Participate in some classroom interactions and discussions <input type="checkbox"/> Use some simple and limited grammatical and syntactical language structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect sentences to express ideas using various types of sentences including compound. <input type="checkbox"/> Respond to common social expressions and questions (e.g. what, when, and who questions) <input type="checkbox"/> Express opinions and reasons in conversations <input type="checkbox"/> Participate in classroom discussions using some academic language <input type="checkbox"/> Use various grammatical structures with some accuracy (grammar and syntax may occasionally detract from meaning) <input type="checkbox"/> Start to use some rhythm and intonation to enhance meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Express details using various types of structures including complex sentences with more grammatical accuracy and consistency <input type="checkbox"/> Respond to questions that require elaboration (e.g. how, why, and tell me about questions) <input type="checkbox"/> Express a range of words to describe and speak about academic content <input type="checkbox"/> Participate in classroom discussions using academic language with some consistency <input type="checkbox"/> Use various grammatical and syntactical language structures with some accuracy (grammar and syntax doesn't usually detract from meaning) <input type="checkbox"/> Use some rhythm and intonation to enhance meaning <input type="checkbox"/> Switch between social and academic language 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a growing variety of grammatically correct sentence structures to connect ideas effectively, <input type="checkbox"/> Ask and respond to questions, including hypothetical or reasoning questions <input type="checkbox"/> Express a wide range of conversational and academic words and phrases <input type="checkbox"/> Participate in classroom discussions using academic language consistently <input type="checkbox"/> Use various grammatical and syntactical language structures with accuracy <input type="checkbox"/> Use rhythm and intonation to enhance meaning <input type="checkbox"/> Switch between social and academic language appropriately and consistently

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

(Rev. Aug 2019)

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

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

<i>Student can...</i>	Beginning	Developing	Expanding	Consolidating	Bridging
Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Read word-by-word, pausing to refer to visuals <input type="checkbox"/> Begin to demonstrate phonemic awareness (letter sounds, blending, rhyming, initial and final sounds, segmenting, and blending) with support <input type="checkbox"/> Recognize and identify some common and/or everyday words and sight words 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to read in meaningful phrases <input type="checkbox"/> Demonstrate phonemic awareness (decoding, rhyming, initial and final sounds, segmenting, and blending) <input type="checkbox"/> Begin to understand a variety of common words and 'content' words 	<ul style="list-style-type: none"> <input type="checkbox"/> Read with some expression, paying attention to important words and common punctuation. <input type="checkbox"/> Decode unfamiliar words in text and root words, prefixes, and suffixes <input type="checkbox"/> Understand a variety of words, including some familiar words with several meanings 	<ul style="list-style-type: none"> <input type="checkbox"/> Read with expression, and self-correct for meaning. <input type="checkbox"/> Decode multi-syllable words and complex letter combinations <input type="checkbox"/> Understand a range of complex words, including words with several meanings 	<ul style="list-style-type: none"> <input type="checkbox"/> Read smoothly with expression. <input type="checkbox"/> Decode words with unique spelling patterns <input type="checkbox"/> Understand a wide range of words, including academic language
Strategies: -Word Attack -Decoding -Fluency					
Comprehension	<ul style="list-style-type: none"> <input type="checkbox"/> Use/rely heavily on devices for understanding text <input type="checkbox"/> Understand literal meaning of short, simple text with visuals <input type="checkbox"/> Make some simple inferences from visuals 	<ul style="list-style-type: none"> <input type="checkbox"/> Use/rely on devices for understanding text <input type="checkbox"/> Retell simple text to show understanding of main idea with the support of visuals and background knowledge <input type="checkbox"/> Begin to make some simple inferences based on explicit information 	<ul style="list-style-type: none"> <input type="checkbox"/> Use devices for understanding subject specific or complex text <input type="checkbox"/> Understand and summarize main ideas of text with some detail <input type="checkbox"/> Make simple inferences based on explicit information 	<ul style="list-style-type: none"> <input type="checkbox"/> Use devices thoughtfully for understanding subject specific or complex text <input type="checkbox"/> Understand and summarize main ideas of text with detail and examples <input type="checkbox"/> Make basic inferences from explicit and implicit information 	<ul style="list-style-type: none"> <input type="checkbox"/> Use devices thoughtfully for understanding subject specific or complex text <input type="checkbox"/> Understand and synthesize main ideas of text(s) with detail and examples <input type="checkbox"/> Make inferences and conclusions from explicit and implicit information
Response & Analysis	<ul style="list-style-type: none"> <input type="checkbox"/> Make some simple personal opinions, reactions and/or connections to text 	<ul style="list-style-type: none"> <input type="checkbox"/> Make simple connections to background knowledge and give reasons for personal connections to text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make opinions and logical connections to self and other texts supported by some reasons and support key ideas with background knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Make judgements, opinions, and logical connections between self, text and world providing reasons with support 	<ul style="list-style-type: none"> <input type="checkbox"/> Make judgements, opinions, and logical connections between self, text and world providing reasons with support
Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Draw, label, and/or use L1 <input type="checkbox"/> Use some basic strategies such as drawing and labelling using English and L1 to write about a topic <input type="checkbox"/> Use mostly common and familiar words and phrases <input type="checkbox"/> Write a series of simple memorized or independent phrases or sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Express main idea with some general details <input type="checkbox"/> Use strategies such as word walls and sentence frames to write sentences on a topic <input type="checkbox"/> Use some common and subject-specific words, and begin to use some descriptive words and phrases <input type="checkbox"/> Write simple sentences and some compound sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Express main idea with some relevant details and examples <input type="checkbox"/> Use varied strategies such as brainstorming and graphic organizers to write sentences and short paragraphs on a topic <input type="checkbox"/> Use some academic words and numerous subject-specific and descriptive words <input type="checkbox"/> Write some compound and complex sentences <input type="checkbox"/> Experiment with using expressive language 	<ul style="list-style-type: none"> <input type="checkbox"/> Express ideas related to a topic, with relevant supporting details and examples <input type="checkbox"/> Use a range of strategies to write multiple sentences and paragraphs on a topic <input type="checkbox"/> Use a variety of academic, subject-specific, and descriptive words with increasing precision <input type="checkbox"/> Write with a variety of sentence types and clauses <input type="checkbox"/> Use some expressive and figurative language, attempting to engage the reader <input type="checkbox"/> Use a range of cohesive devices 	<ul style="list-style-type: none"> <input type="checkbox"/> Express ideas related to a purpose, with specific details and examples <input type="checkbox"/> Use a wide range of strategies to write complete paragraphs and essays on a topic <input type="checkbox"/> Use a wide variety of precise academic, subject-specific, and descriptive words <input type="checkbox"/> Write with a variety of sentence types to suit purpose and style <input type="checkbox"/> Use expressive and figurative language to engage the reader <input type="checkbox"/> Use a wide range of cohesive devices with increasing accuracy in a variety of different texts <input type="checkbox"/> Write a purposeful introduction, relevant supporting details and clear conclusion in multi-paragraph compositions <input type="checkbox"/> Write with an awareness of a wide variety of genres <input type="checkbox"/> Use a wide range of grammatical structures with increasing accuracy, including a variety of plurals and tenses <input type="checkbox"/> Spell challenging words with increasing accuracy <input type="checkbox"/> Use most punctuation with accuracy <input type="checkbox"/> Edit and revise extended complex text
Meaning Ideas, Information -detail strategies					
Style -word choice -sentence fluency -voice	<ul style="list-style-type: none"> <input type="checkbox"/> Join a series of words and short phrases using limited connecting words (e.g. and) <input type="checkbox"/> Organize ideas using some drawings, words, and/or short phrases using English and L1 	<ul style="list-style-type: none"> <input type="checkbox"/> Use some connecting words (e.g. and, or, but) <input type="checkbox"/> Write somewhat organized sentences in a short paragraph 	<ul style="list-style-type: none"> <input type="checkbox"/> Use several connecting words including transitions <input type="checkbox"/> Write multiple paragraphs with a predictable introduction and conclusion <input type="checkbox"/> Write with some awareness of genre 	<ul style="list-style-type: none"> <input type="checkbox"/> Write an introduction, supporting details and conclusion in developed paragraphs <input type="checkbox"/> Write with an increasing awareness of genre <input type="checkbox"/> Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs <input type="checkbox"/> Attempt to spell challenging words <input type="checkbox"/> Use common punctuation accurately and experiment with other punctuation <input type="checkbox"/> Edit and revise complex text 	
Form -organization -connections and transitions -genre	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to use some basic nouns, pronouns, and simple tense verbs <input type="checkbox"/> Use some invented or phonetic spelling and regular spelling of familiar words <input type="checkbox"/> Use capitals and periods sometimes <input type="checkbox"/> Attempt to edit 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to use some grammatical structures, including some plurals, articles, and simple tenses <input type="checkbox"/> Spell many familiar words <input type="checkbox"/> Use capitals, periods, and sometimes commas <input type="checkbox"/> Edit and revise some simple text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions <input type="checkbox"/> Spell most words following common rules <input type="checkbox"/> Use some common punctuation more accurately <input type="checkbox"/> Begin to edit and revise complex text 		
Convention -capitals and punctuation -spelling -grammar -editing					

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

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(Rev. Aug 2019)

Understanding Our ELL Levels

1

• BEGINNING

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

2

• DEVELOPING

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

3

• EXPANDING

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

4

• CONSOLIDATING

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

5

• BRIDGING

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

چگونه مدارس کلاسهای ای ال ال را برگزار میکنند؟

برنامه ای ال ال در مدارس به دلیل تفاوت در تعداد دانش آموزان شرکت کننده ممکن است متفاوت باشد

برخی مدارس ممکن است کلاسهای ای ال ال برای علوم اجتماعی و علوم داشته باشند

برخی کلاسها شامل دانش آموزان با سنین و سطوح مختلف می باشد

در برخی مدارس همکاری غیر مستقیم بین معلمان کلاسها و معلمان ای ال ال وجود دارد

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Secondary - Typical Timetable

جدول زمانبندی دیرستان

	Regular	ELL
1	English (8-12) انگلیسی	ELL English ای ال ال انگلیسی
2	Socials (8-11) علوم اجتماعی	ELL Socials ای ال ال علوم اجتماعی
3	Science (8-11) علوم	ELL Science ای ال ال علوم
4	Math (8-11) ریاضی	Math
5	Physical Education (8-10) تربیت بدنی	Physical Education
6	Language (8-11) زبان	ELL Reading/Writing or Elective خواندن و نوشتن
7	Elective Fine Arts (اختیاری) هنر	Elective Fine Arts
8	Elective Applied Skills (اختیاری) علوم کاربردی	Elective Applied Skills

عوامل و حمایت‌هایی که در پیشرفت و ارزیابی‌ای ال موثر هستند

چه مدت دانش‌آموزان در ای ال میمانند؟
برای هر دانش‌آموز متفاوت هست.

عواملی که در پیشرفت دانش‌آموز موثر هستند:

تلاش

انگیزه

ادامه یادگیری زبان مادری (خواندن و نوشتن)

سن ورود

یادگیری زبان خارج از محیط مدرسه

سطح زبان در بدو ورود به کانادا



دانش آموزان به ای ال ال نیاز ندارند در صورتیکه

سطح خواندن/نوشتن/صحبت کردن/ گوش کردن در حد تعیین شده وزارت آموزش باشد

پیشرفت قابل توجهی در کلاسهای ای ال ال داشته باشند

نیازهای تعیین شده در برنامه آموزشی کمتر باشد

سطح قبلی انگلیسی خوب باشد

دانش آموز پرتلاش و با انگیزه باشد

لطفا به خاطر داشته باشید که مهارت های انگلیسی نیاز به تقویت دارند حتی اگر دانش آموز در سطح ای ال ال نباشد.

آیا آزمونی وجود دارد که نشان دهد دانش آموز به ای ال ال نیاز
ندارد

خیر!

هیچ آزمونی جهت تعیین مهارت ربان وجود ندارد

معلما دانش آموزان را روزانه ارزیابی میکنند

تستها و امتحانات تنها قابلیت‌های دانش آموز را در محدوده کوچکی نشان می دهند

امتحان نهایی تنها ابزاری برای تعیین سطح میباشد

فوائد ELL

خدمات ای ال ال برای توسعه و پیشرفت فراگیران انگلیسی طراحی شده است:

کمک به دانش آموز در یادگیری دروس آکادمیک

تقویت توانای آنها در ارتباط برقرار کردن

کمک به بالا بردن اعتماد به نفس آنها ایجاد محیط امن و مفید برای ابراز خود



آیا برنامه های آنلاین برای کمک به فرزند من در بهبود زبان انگلیسی خود وجود دارد؟

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



ایا کلاسهای
خصوصی زبان
سرعت یادگیری
را بیشتر میکند؟

احتمالاً آنها می توانند پشتیبانی و تمرین بیشتری را ارائه دهند.

در صورت داشتن معلم ، مشارکت معلم فرزندان را کنترل کنید. مربیان می توانند نقش موثری داشته باشند ، اما آنها هرگز نباید تکالیف دانش آموز را انجام دهند.

دانش آموزان به تعادل بین مدرسه و فعالیتهای خارج از مدرسه نیاز دارند. بسیاری از فعالیتهای خارج از مدرسه نیز ممکن است در موفقیت در مدرسه و درس آنها نقش داشته باشد.

یادتان باشد که...



ممکن است حدود دو سال جهت یادگیری مهارت‌های برقراری ارتباط زمان لازم باشد

ممکن است سالها طول بکشد تا در یک زبان دیگر در حد حرفه ای صاحب نظر علمی شوید.

گاهی یادگیری زبان انگلیسی در حد علمی و تخصصی می تواند تا 7 سال طول بکشد.