

## **LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM MODELS**

The fastest growing segment of our nation's school age population is students with limited English proficiency. English language learners (ELLs) currently receive a variety of instructional programs including dual language, transitional, and/or some amount of native language support; English as a Second Language, or sheltered instructional approaches.

English as a Second Language (ESL) is, almost without exception, a component of every program that serves ELLs in the U.S. In fact, ESL is often the only special program that ELLs receive. In LEAs where many languages are spoken, students typically receive —pull out|| ELL classes for a few hours a week. The rest of the time, they are in regular classes where they may or may not understand the instruction. Districts that have very large enrollments of ELLs often have self-contained classes (usually grades K-2). The class consists entirely of ELLs and is taught by a teacher who is certified in elementary education and has been trained in ESL.

According to the National Clearinghouse for English Language Acquisition (NCELA), ELLs need language instruction educational programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development components.

The specific model a LEA implements will depend on the composition of the student population, resources available, and the community's preferences. The following is a brief description of programs commonly found in schools that have ELLs:

### ***Bilingual Education Program***

This educational program teaches children two languages. Children are taught for some portion of the day in one-language and the other portion of the day in another language. One of the languages is English. Typically, these programs develop initial literacy in the native language and include an ESL component. When possible, a certified teacher who is bilingual provides native language instruction, but many programs utilize bilingual teaching assistants. Although these programs are referred to as bilingual, observers have noted that English is the medium of instruction 75% to 90% of the time. In some Mississippi LEAs, volunteer bilingual tutors have been used successfully to instruct students in math so that students will not fall behind due to language proficiency.

### ***Content-based English as a Second Language (CBESL) Program***

This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

### ***English as a Second Language (ESL) Program***

This is a program of techniques, methodology, and special curriculum designed to teach ELLs English language skills, which may include listening, speaking, reading, writing,

study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

### ***Maintenance Bilingual Education Program***

Also referred to as late-exit bilingual education, this program uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills, develops, and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.

### ***Newcomer Program***

Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived students. Usually found in large LEAs or in districts with unusually large numbers of ELLs, newcomer programs provide ELLs with intensive ESL instruction and an introduction to U.S. cultural and educational practices. ELLs remain in the newcomer program one or two semesters before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

### ***One-way Bilingual Education***

Students who are all speakers of the same primary language are schooled in two languages in this bilingual program. This model shares many of the features of the dual language or two-way bilingual education approach.

### ***Pull-Out Program***

This is a program model in which a paraprofessional or tutor pulls students from their classes for small group or individual work. In addition, a paraprofessional or tutor may serve students in a small group within the regular classroom setting. Children who need remedial work in learning the English language may be served through such a program.

### ***Sheltered English Immersion Program***

A sheltered English immersion program is an instructional approach used to make academic instruction in English understandable to ELLs. Students in these classes are —sheltered in that they do not attend classes with their English-speaking peers; therefore, they do not compete academically with students in the mainstream. These students study the same curriculum as their English-speaking peers, but the teacher employs ESL methods to make instruction comprehensible. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Sheltered English principles and methodologies can be used quite successfully in regular classrooms as well.

### ***Structured English Immersion Program***

The goal of this program is acquisition of English language skills so that the ELLs can succeed in an English-only mainstream classroom. Instruction is entirely in English.

Students may be thrown into the general education classroom and therefore —immersed in English, or they may be placed in a sheltered immersion class where they are taught content through simplified English. Teachers have specialized training in meeting the needs of ELLs, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the students' primary language.

### ***Submersion Program***

A submersion program places ELLs in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program. This type of program does NOT meet the needs of ELLs. Districts will not be in compliance if this is the type of program being offered. This method of sink-or-swim offers no support, scaffolding, accommodations, etc. to facilitate the acquisition of English.

### ***Transitional Bilingual Education Program***

This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of this program is to facilitate the ELL's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. Classes are made up of students who share the same native language.

### ***Two-way Bilingual Education Program***

The goal of this model, often referred to as a dual language program, is for students to develop language proficiency in two languages by receiving instruction in English and another language. This program teaches native English speakers side-by-side with children who are learning English. Teachers usually team-teach, with each one responsible for teaching in only one of the languages. This approach is sometimes called dual immersion.

Instructional programs for English language learners (ELLs) fall under two main categories -- bilingual education or English as a second language (ESL) -- based on the language(s) used to provide instruction. In bilingual education programs, content instruction is provided through both English and the students' native language while the students develop English proficiency. In ESL programs, all instruction is provided through English. All bilingual education programs include an ESL component.

In practice, schools and districts throughout the nation vary widely in their implementation of program models for ELLs; they typically use a combination of instructional models that include some elements of bilingual education and ESL. The majority of school districts in Mississippi use some form of Pull-out, English Immersion, or Structured English Immersion program. The following table illustrates the characteristics of common program models implemented in United States schools.

## Characteristics of the Major Program Models for ELLs

Linguistic Goal of Program	Typical Program Names	Native Language(s) of Students	Language(s) of Instruction	Language of Content Instruction	Language Arts Instruction
Focus on developing literacy in two languages: Bilingualism	Two-way Bilingual Education	Ideally, 50% English-speaking and 50% LEP students who share the same native language <sup>1</sup>	Both English & LEP students' native language (NL), usually throughout elementary school	English & NL; typically begins with less English and moves to 50% of curriculum in each language	English & native language
	Bilingual Immersion				
	Dual Language Immersion <sup>2</sup>				
	Two-way Immersion				
Focus on English acquisition; rapid transfer to English-only classrooms	Developmental Bilingual Education	All students speak same native language	Both English & students' native language	English & NL; more NL at lower grade levels, transitioning to all English	English & native language <sup>3</sup>
	Late-exit				
	Maintenance Education				
Focus on English acquisition; rapid transfer to English-only classrooms	Heritage language	All students speak same native language <sup>4</sup>	Both English & students' native language	English & native language	English & native language
	Indigenous language program				
Focus on English acquisition; rapid transfer to English-only classrooms	Early-exit	All students speak same native language	Both English & students' native language	First, both languages, with quick progression to all or most instruction through English	English; native language skills developed only to assist in transition to English
	Transitional bilingual education				
Focus on developing literacy in English	Sheltered English	Students can share the same NL or be from different language & cultural backgrounds	English adapted to students' proficiency level, & supplemented by gestures, visual aids, manipulatives, etc.	English	English
	Specially Designed Academic Instruction in English (SDAIE)				
	Content-based English as a Second language (ESL)				
	Sheltered Instructional Observation Protocol (SIOP)				
	Structured English Immersion (SEI)				
Focus on developing literacy in English	English language development (ELD)	Only ELL students in class, preferably from 1 NL	All instruction in English, adapted to students' proficiency levels	English, but teachers should have receptive skills in students' NL	English
	ESL Pull-out	Students can share the same NL or be from different language backgrounds; generally no support for NL	English	English adapted to students' proficiency level & supplemented by gestures & visual aids	English; students leave their English-only classroom to spend part of the day receiving ESL instruction often focused on grammar, vocabulary, & communication skills (no content) <sup>5</sup>
ESL Push-in	Students can share the same NL or be from different language backgrounds	English; students are served in mainstream classroom	English; ESL teacher or instructional aide provides clarification, translation if needed	English	