About the NCSRC

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education (ED) and managed by Manhattan Strategy Group (MSG) in partnership with WestEd.
Language Instruction for Educating English Learners

Learning Module #2
Overview of Your Learning Experience

Module #1
Overview of EL Instruction

Module #2
Language Instruction Education for ELs

Module #3
Selecting the Right Program

Module #4
Tips for Formative Assessment

Module #5
Educating ELs in Online Learning Environments

EL Instruction in Practice:
Learning Objective:

Provide an overview of different program models for providing English learners (ELs) with integrated content and language instruction
At the end of this learning module, you should understand:

• The different program models used to educate EL students
• What charter schools need to integrate EL instruction into curriculum to ensure student success
Educating English learners requires attention to both language development AND content learning. Conversations about EL instruction should NEVER be limited to just thinking about how students will acquire English.
Programs for English Learner Instruction
EL Services and Programs Should...

- Be educationally sound in theory and effective practice
- Be designed to enable ELs to attain both English proficiency and parity of participation in a school’s curriculum and programming
- Be offered until the EL is proficient in English and can participate in curriculum and other activities in a meaningful way
- Provide appropriate Special Education services when necessary

Source and Additional Reading: [https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf)
Emerging Trend in EL Instruction

EL Specialists + General Education Teachers = Joint Responsibility for EL Student Achievement
What Charter Schools Need to Excel in Educating EL Students

Asset-based Approaches and Pedagogy

Effective Staffing

Organizational Commitment
Approaches to English Learner Instruction

- Approaches focused on developing students’ proficiency in two languages
  - Two-Way Immersion
  - Developmental Bilingual
  - Heritage Language
  - Transitional Bilingual
  - Sheltered English Instruction
  - Structured English Immersion
  - Content-Based English as a Second Language (ESL)/English Literacy Development (ELD)
  - Pull-out/Stand-alone ESL/ELD

- Approaches that leverage students’ home language

- Approaches focused on developing English proficiency and content knowledge

- Approaches focused on developing proficiency in English

Programs Focused on Developing Students’ Proficiency in Two Languages

- Two-Way Immersion
- Developmental Bilingual
Characteristics of all Dual Language Programs

- Instructs students in English and partner language
- Vary in structure and implementation, but share common goals
- At least 50% of instruction takes place in partner language

Such as, developing bilingualism and cross-cultural understanding
Two-Way Immersion

Enrolls equal populations of ELs and Non-ELs

Instructs both groups in English and the non-English partner language

Goals of the program are academic achievement, bilingualism, biliteracy, and biculturalism
Developmental Bilingual

Students from the same first language background learn English and continue to develop proficiency in their first language.

Program teaches content through two languages and students develop both languages.

Goal is bilingualism and biliteracy.
Programs that Leverage Students’ Home Language

Heritage Language

Transitional Bilingual
Transitional Bilingual Programs

Subjects are taught through English and the native language of ELs

Goal is to facilitate the EL’s transition to an all-English instructional environment

As English proficiency increases, instruction through the partner language decreases
Heritage Language

Designed specifically for students with a family background or cultural connection to the partner language

Covers indigenous languages and immigrant languages

Program goal is to support students' use and maintenance of their heritage language

In K-12 settings, the program is sometimes delivered through singular courses such as Spanish for Native Speakers

See: [http://www.cal.org/heritage/research/faqs.html#3](http://www.cal.org/heritage/research/faqs.html#3)
Programs focused on developing English proficiency and content knowledge

- Sheltered English Instruction
- Structured English Immersion
- Content-Based ESL/ELD
Characteristics of all English-only Programs

- Instruction is in English only
- Include connections to academic content, even if English language is the focus of instruction
- Several may be used in combination with one another, or used alongside dual language instruction
Foundations of English Only Approaches

Used to make academic instruction in English understandable to ELs to help them acquire proficiency in English and develop grade-level content knowledge and skills.

When partnered with English language development and, when possible, native language instruction, sheltered instruction allows ELs to progress academically while developing proficiency in English.

Since its rise in the early 1980s, the most prominent models that have been used in schools include:

- Cognitive Academic Language Learning Approach (CALLA)
- Specially Designed Academic Instruction in English (SDAIE)
- Sheltered Instruction Observation Protocol (SIOP) Model
- Guided Language Acquisition and Design (GLAD)

English Only Approaches Today

- **Content Based ESL/ELD**: Uses instructional materials, learning tasks, and classroom techniques from academic content areas to develop language, content, and study skills.

- **Structured English Immersion**: English is used as the medium of instruction.
Programs Focused on Developing Students’ Proficiency in English

Pull-Out/Stand-alone ESL/ELD
An approach in which EL students are “pulled out” of regular, mainstream classrooms for special instruction in ESL

Usually a component of another language program model

**EXAMPLE:** An EL at a beginning proficiency level may receive targeted English language development in small instructional settings or one-on-one with an ESL teacher or trained paraprofessional

**EXAMPLE:** A newly arrived EL may receive intense English language support in a pull out setting in their first months of U.S. schooling to provide them with the skills necessary to participate in everyday instruction
Considerations Across All Program Models

Comprehensive instruction for EL students typically requires more than one approach:

| A program/approach for ensuring EL students learn academic content | A program/approach for specifically supporting EL students’ English language development | If desired/feasible, a program/approach to support EL students’ development and maintenance of their home language |

Schools typically need **multiple programs** from the list above to serve all EL students comprehensively and successfully.
Additional Recommended Reading

A Matter of Design: English Learner Program Models in K-12 Education
https://www.migrationpolicy.org/research/english-learner-program-models-k-12-education

English Learner Toolkit
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
Reflection Questions

What program model does our school currently implement? Is it the most appropriate model for our learners?

What program models would I like to learn more about?
Next Learning Module...

Selecting the right instructional approach based on the needs of students

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