

WHAT LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS DO STATES USE TO SERVE ENGLISH LEARNERS?

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Language instruction educational programs which serve English learners may use English and another language, or they may use English alone. States may use a mix of different programs depending upon differences in student population and need.

Programs that use English and another language include:

- ***Two-way Immersion* or *Two-way Bilingual***
 - The goal is to develop strong skills and proficiency in both L1 (native language) and L2 (English)
 - Includes students with an English background and students from one other language background
 - Instruction is in both languages, typically starting with smaller proportions of instruction in English, and gradually moving to half in each language
 - Students typically stay in the program throughout elementary school
- ***Dual Language***
 - When called “dual language immersion,” usually the same as two-way immersion or two-way bilingual
 - When called “dual language,” may refer to students from one language group developing full literacy skills in two languages – L1 and English
- ***Late Exit Transitional, Developmental Bilingual, or Maintenance Education***
 - The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English)
 - Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers
 - Differences among the three programs focus on the degree of literacy students develop in the native language
- ***Early Exit Transitional***
 - The goal is to develop English skills as quickly as possible, without delaying learning of academic core content
 - Instruction begins in L1, but rapidly moves to English; students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible
- ***Heritage Language or Indigenous Language Program***
 - The goal is literacy in two languages
 - Content taught in both languages, with teachers fluent in both languages
 - Differences between the two programs: heritage language programs typically target students who are non-English speakers or who have weak literacy skills in L1; indigenous language programs support endangered minority languages in which students may have weak receptive and no productive skills – both programs often serve American Indian students

Programs that use English only include:

- **Sheltered English or Sheltered Instruction Observational Protocol (SIOP),**
- **Specially Designed Academic Instruction in English (SDAIE),** or
- **Content-based English as a Second Language (ESL)**
 - While there are some minor differences across these, the overall goal is proficiency in English while learning content in an all-English setting
 - Students from various linguistic and cultural backgrounds can be in same the class
 - Instruction is adapted to students' proficiency level and supplemented by gestures, visual aids
 - May be used with other methods; e.g., early exit may use L1 for some classes and SDAIE for others
- **Structured English Immersion (SEI)**
 - The goal is fluency in English, with only LEP students in the class
 - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible
 - Teachers need receptive skill in students' L1 and sheltered instructional techniques
- **English Language Development (ELD) or ESL Pull-out**
 - The goal is fluency in English
 - Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content
 - There is typically no support for students' native languages

An approach which is often mentioned by states among the "other" types of English-based instruction is **ESL Push-In**. The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ESL teacher or an instructional aide provides clarification, translation if needed, using ESL strategies.

Source

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