

English Language Development Programs

Effective programs for ELs will take into account the influence and development of the native language. This section will summarize the most successful approaches for teaching students from other language backgrounds. Some additional methods and techniques are described as well, culled from research literature, as well as teachers' experiences. Detailed descriptions of the approaches can be found in published texts and through some of the references provided. Educators interested in implementing an approach have several options, including visiting and observing a program in action, and requesting program assistance from MELL Instructional Specialists. The section concludes with a discussion of standards and curriculum.

Schools districts are responsible for providing an English language development program that increases the English proficiency and academic achievement of ELs. This is true whether the districts receive funds from the state or federal level. The expectations are to hold ELs to the State academic content and academic achievement standards established for all children. While DESE has no mandated curriculum to serve ELs, they can assist districts in developing their local plan for educating ELs that allows for local variations while maintaining compliance with state and federal requirements. The districts have the students' results in terms of their language abilities. These are key factors in determining what kind of services to provide and how often to deliver them to reach the expectations that programs will enable children to speak, read, write, listen and comprehend the English language and meet challenging State academic content and student academic achievement standards.

Historically Favored Models in Missouri

In Missouri, ELs are traditionally supported by an ESOL-endorsed teacher apart from the general classroom and curriculum. Districts opting to use one of these models must realize that the majority of the school day is spent in the general education classroom. ELs are entitled to an equitable education and attention must be paid to how ELs are supported in all classrooms in the building. With that in mind, the following models satisfy the requirement of an "educationally sound program."

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| Pull-Out ESOL (POE) | Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction. ESOL-certified teacher provides explicit language instruction including grammar, vocabulary and communication skills. |
| ESOL Class Period (CON) | Typically used at the secondary level, an ESOL certified teacher designs and delivers a course providing intensive English instruction in addition to core content classrooms. English credit may be awarded for these classes. |
| ESOL Resource Classroom (RSC) | Essentially, a resource classroom is the secondary variation of the pull-out model. The resource classroom is not limited to one content area, rather an ESOL certified teacher focuses on English skills across multiple disciplines and provides supplemental instruction. |

English for Speakers of Other Languages (ESOL)

Below are brief descriptions of typical ESOL models and how the model is coded in MOSIS. These models comprehensively address an ELs needs in all classrooms. ESOL models utilize an English-only approach, but do use the native language to clarify misunderstandings. It is important to understand that although English instruction in the content areas is the goal, over-modifying the curriculum or simplifying language can detract from the true goals of the grade-level standards and expectations.

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| Structured English Immersion (SEL) | In this program, all students are ELs and receive specialized English-only instruction in all core content areas. There is no explicit ESOL instruction; rather, the language of the content areas is the medium of instruction. The use of the native language is acceptable, but only to clarify the English instruction. Most students exit this program after two or three years. |
| Content-Based ESOL (CBE) | This approach to teaching English as a second language 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 (Crandall, 1992). |
| Sheltered English (SHC) | Similar to CBE, Sheltered Instruction is an instructional approach used to make academic instruction in English understandable to English learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, effectively trained teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987). |
| Newcomer Centers (NWC) | Provide a safe and supportive context for students who are new to both school and the U.S. before they move into a regular school; could provide assessment and initial English instruction and classes to help students adjust culturally, socially and academically. Instruction is typically in English, but the first language is used when needed. |

Bilingual Models

Research continues to show that bilingual education has positive effects on EL achievement. Although rare in Missouri, the following program models allow students to develop two languages simultaneously.

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| Bilingual Immersion/Dual Language (BLI) | Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding (Howard, 2001). |
| Early and Late Exit Programs/ Transitional Bilingual (ELE) | Transitional Bilingual is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). Transitional Bilingual programs may be early exit or late-exit, depending on the amount of time a child may spend in the program. |

Capacity Building Models

A growing number of schools are recognizing that in order for ELs to be successful in all facets of school, any teacher who has an EL in class is comfortable adapting or modifying instruction and assessments. The following models allow the ESOL teacher the opportunity to build the capacity among the district staff to support ELs in all classrooms.

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| Co-Teaching (COT) | An ESOL certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom. |
| ELD Coaching (COA) | ELD Coaching is an approach to train all teachers over time to deliver effective instruction for English learners. This model recognizes and plans for the multiple duties of ESOL certified teachers. Districts cluster students into specific classrooms and the ELD Coach assists individual teachers or grade level teams in designing, delivering and assessing effective instruction for ELs. The ELD Coach is also available for interventions, co-teaching and other strategies to support the student. |