

Types of ELL Programs

Two-Way Immersion/Dual Language – a native English-speaking group and a non-English group (e.g. Spanish speakers) are both taught academic content in both languages for an extended period of time. Both groups develop academic proficiency in both languages.

Transitional Bilingual Education – ELLs receive academic instruction for their first language for part of the day. For the remainder of the day, they receive ESL taught traditionally, with the focus on language, plus some mainstream classes. As English proficiency increases, instruction through the first language decreases. The program lasts 2-4 years.

ESL Pullout – Students attend mainstream classes for much of the day and also meet separately for about 3-10 hours a week in small groups with an ESL instructor who focuses on language development.

Content-Based ESL – ELLs receive ESL instruction, taught by an ESL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.

Sheltered English Instruction – ELLs are taught academic content in English by a content licensed teacher. However, the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development.

Structured English Immersion – ELLs are taught subject matter in English by a content licensed teacher who is also licensed in ESL or bilingual education. The teacher is proficient in the first language of the student. Students may use their native language for clarification, but the teacher uses only English. No ESL instruction is provided in this model.

Heritage Language – A program where ELLs are taught literacy in the language a person regards as their native, home, and/or ancestral language. This covers indigenous languages (e.g. Arapaho and Shoshone) and immigrant languages (e.g. Spanish). The intent is to provide literacy skills that can then transfer to English language acquisition.

SDAIE – Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide ELL students with access to the curriculum.

Native Language Literacy – language arts instruction focuses on developing oral language, reading and writing skills in the student's first language. Teachers fluent in the students' native language provide instruction utilizing techniques, methodology and special curriculum in the students' primary language.

Parental refusal students – Districts that have students whose parents have refused the ELL services offered by the district must still provide the ELL student with the services necessary to acquire English fluency and access the academic content of the curriculum. This places the burden of ELL services on the mainstream classroom teacher who must provide appropriate accommodations and adjust teaching to the student appropriately in order for the student to access the content and acquire English.