NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

# TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPS)

INFORMATION MODIFIED FROM THE *BIENNIAL REPORT TO CONGRESS* (2005) AND ZELASKO & ANTUNEZ (2000), *IF YOUR CHILD LEARNS IN TWO LANGUAGES* AS WELL AS RESPONSES TO THE *CONSOLIDATED STATE PERFORMANCE REPORTS*. THE TWO DOCUMENTS ARE AVAILABLE FROM NCELA.

## Programs that focus on developing students' literacy in two languages –

- ***Two-way immersion program*** *or* ***Two-way bilingual program***
  - The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called ***dual language program***.
  - Includes students from L2 background and students with L1 background.
  - Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language.
  - Students typically stay in the program throughout elementary school.

- ***Developmental bilingual program, Late exit transitional program,*** *or* ***Maintenance bilingual education program***
  - The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called ***dual language programs***.
  - Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers.
  - The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.

- ***Transitional program, Early exit bilingual program,*** *or* ***Early exit transitional program***
  - The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content.
  - Instruction begins in L1, but rapidly moves to English (L2).
  - Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

- ***Heritage language program*** *or* ***Indigenous language program***
  - The goal is literacy in two languages.
  - Content taught in both languages, by teachers fluent in both languages.
  - Typically targets non-English speakers with weak literacy skills in L1
  - Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.

- ***Foreign Language Program, Foreign Language Immersion (Full or Partial)***
  - Targeted at students with little to no background in the language.
  - In foreign language programs, the language is the only content area taught.
  - In foreign language immersion programs, other content areas may be taught in the target language
  - The goal is to develop proficiency in a second language.

**Programs that focus on developing students' literacy solely in English –**

- ***Sheltered English instruction*** *or* ***Content-based English as a second language (ESL) program***
  - The goal is proficiency in English while learning content in an all-English setting.
  - Students from various linguistic and cultural backgrounds can be in the same class.
  - Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available.
  - Fully developed prototypes of this program include ***Sheltered Instruction Observational Protocol*** (SIOP), and ***Specially Designed Academic Instruction in English*** (SDAIE)

- ***Structured English immersion (SEI)***
  - The goal is fluency in English, usually serving only English language learners in the classroom.
  - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible.
  - Teachers should have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.

- ***Pull-out English as a Second Language (ESL)*** *or* ***English language development (ELD)***
  - The goal is to develop fluency in English.
  - ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.
  - There typically is no support for students' home languages.

- ***Push-in ESL program***
  - The goal is fluency in English.
  - Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed
  - The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.