

ESOL (English to Speakers of Other Languages)

BILINGUAL

ESL

Transitional Bilingual

Dual Language

Transitional bilingual education provides content area support in the native language while teaching the student English.

Initially, the learner is taught content classes in the native language, is taught English as a Second Language, and may also take music, P.E., art, and similar classes in English, partly because these classes require less language proficiency and also because it is important that the learner know English speaking students (for language and social development).

The transitional model serves as a bridge for students to help them move from their native language to English

Federal guidelines now suggest that 3 years is the target amount of time for learners to receive L1 support – this has been recently revised

Dual immersion programs include native English-speaking students and native speakers of a foreign **language**. The goals of **dual immersion programs** are to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies for all students.

Key Feature:
Sustained instruction in the partner language for at least 6 years.*

At least 50% of instruction in the partner language throughout the program

Language arts and literacy instruction in both program languages

Goals:
To promote academic instruction so that all students become bilingual and bi-literate through the implementation of the state and local frameworks and standards

Students will achieve at grade level in the content areas measured in both languages

To provide students and staff with an environment that develops cross cultural understanding

To provide a variety of opportunities for positive interactions among families, sharing their cultural heritages.

English as a Second Language programs include those that use only English as the instructional language for eligible students and enable such students to achieve English proficiency and academic mastery of subject matter content to meet appropriate content standards and graduation requirements.

ESL staff will

- determine student language and academic learning needs;
- offer the student an orientation to the school and school system;
- provide high intensity ESL including speaking, literacy and academic English;
- assist the student in learning content in English through such approaches as sheltered content instruction, scaffolded instruction, and tutoring;
- teach learning strategies, higher order and critical thinking skills;
- ensure the availability of native language and English texts, software, audiobooks, and other media resources related to academic content

By utilizing:

- Pull out / Push in Services
- Newcomer support
- Sheltered Instruction