ALTERNATIVE LANGUAGE PROGRAMS FOR LIMITED ENGLISH PROFICIENT LEARNERS

BILINGUAL EDUCATION PROGRAMS

Bilingual Education: Transitional	Program provides intensive English-language instruction but students get some portion of their academic instruction in their native language is to prepare students for mainstream classes in English without letting them fall behind in subject areas. In theory, students transition out of these programs within a few years.
Research-based strength/weaknesses:	Students' gains in English are slower at first, but ultimately students achieve better in all content areas. Students who are exited at a later date scored better than students exited early. Bilingual education programs require a significant number of students in a single language group.
Staff:	Bilingual certified teaching personnel are needed along with English as second language (ESL) certified personnel and paraprofessionals.
Professional Development:	Bilingual and ESL staff require training in methods. Mainstream teachers would need training in bilingual education.
Entrance/Exit Criteria:	Students enter on the basis of limited English proficiency. Exit criteria may vary from a minimal competency in English to transition to mainstream classes to full fluency in English.

Bilingual Education: Maintenance or Developmental	Program aims to preserve and build on the students' native-language skills as they continue to acquire English as a second language.
Research-based strength/weaknesses:	Students' gains in English are slower at first but ultimately students achieve better in all content areas. Research shows maintenance bilingual education programs have the greatest long-term success because of the positive cognitive, social, and emotional effects of fluency in English and the home language. Many maintenance bilingual students ultimately pass their monolingual mainstream peers on standardized achievement tests.
Staff:	Bilingual certified teaching personnel are needed along with English as a second language (ESL) certified personnel and paraprofessionals.
Professional Development:	Bilingual and ESL staff require training in methods. Mainstream teachers would need training in bilingual education.
Entrance/Exit Criteria:	Students enter on the basis of limited English proficiency. Students would continue to receive native language support after they have exited from ESL services into mainstream classes.

ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL MODELS

Traditional ESL Pull-out/Newcomers Program	Program involves traditional language development using a variety of methods; usually emphasizes a progressive development of English reading, writing and speaking skills; usually instruction is conducted in self-contained classroom of only ESL students.
Research-based strength/weaknesses:	Students have learned English in such a program worldwide. Native speakers in a segregated classroom do not intimidate students, students become knowledgeable about the English language, and instructors can use a variety of methods including music, movement, art, etc. Research has demonstrated, though, that isolating ESL students from mainstream peers can be counterproductive to a goal of assimilating students. Research has also shown that students who exited from traditional ESL programs failed in their content classes because they had not learned content area English. Traditional pullout ESL requires significant resources since there is the need for more ESL teachers, classrooms and materials.
Staff:	Certified ESL teachers are the primary need for traditional ESL programs and Newcomer programs. Bilingual paraprofessionals would be necessary for some explanation of lessons, new student orientation, and parental notification.
Professional Development:	Training would focus on traditional methods of teaching English. ESL staff would primarily be trained.
Entrance/Exit Criteria:	Students who are limited in their English proficiency enter and are exited after developing proficiency in English.

Content-based pull-out ESL	Program integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional methods, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.
Research-based strength/weaknesses:	Content-based ESL has an advantage over a traditional approach in that students develop English skills, but also gain skills and knowledge that will help in content area classrooms. Students have the advantage of a contained ESL classroom allowing them a risk-free environment to express themselves but are also hindered by the isolation from mainstream peers.
Staff:	Certified ESL teachers are the primary need for pull-out ESL programs. ESL and bilingual paraprofessionals may also be helpful.
Professional Development:	In addition to traditional methods, training would focus on ESL methods that integrate language and content; cognitive academic language learning approach (CALLA), sheltered English, standards-based instruction, and others.
Entrance/Exit Criteria:	Students who are limited in their English proficiency enter and are exited after developing academic content and proficiency in English.

Integrated ESL/Inclusion ESL/Sheltered Instruction	An integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staff work closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.
Research-based strength/weaknesses:	Research has shown that an inclusionary, least-restricted environment is a sound educational practice for all special learners. ESL learners can learn English from peers and feel more successful if they are part of the whole group. Transitioning from ESL is not a problem when they have been part of the classroom all along. ESL students also move into content area materials more readily when they have been included in these subjects. Drawbacks include the problems of including new English learners in classroom activities and the difficulties for classroom teachers to accommodate the various needs of a variety of students.
Staff:	Since ESL happens in the classroom, classroom teachers become "ESL teachers." There is still a need for an ESL resource teacher along with some ESL and bilingual paraprofessionals but staffing needs are not as extensive as pull-out models because the ESL resource teacher serves primarily as a resource. She/he could serve a number of students. The ESL resource teacher must have strong qualifications and resource base, though, because of her role as a trainer/resource and guide in the instruction of second language learners.
Professional Development:	Professional development focuses a great deal on the training of mainstream staff. The ESL staff will need more intense training but since much of the ESL instruction happens in the classroom, all teachers need to be knowledgeable on appropriate methods and techniques. If a certain instructional approach is chosen, all staff should be trained in it.
Entrance/Exit Criteria:	Students who are limited in their English proficiency enter the program. Exiting would be in stages and based on their English language proficiency and academic achievement. Classroom teachers would play a key role in assessment and evaluation of student progress. Students who have moved into the mainstream classroom curriculum could still be "monitored."