



# Characteristics of Effective Instructional Programs for **English Language Learners**



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# *Effective Practices for English Language Learners: Principals from Five States Speak*

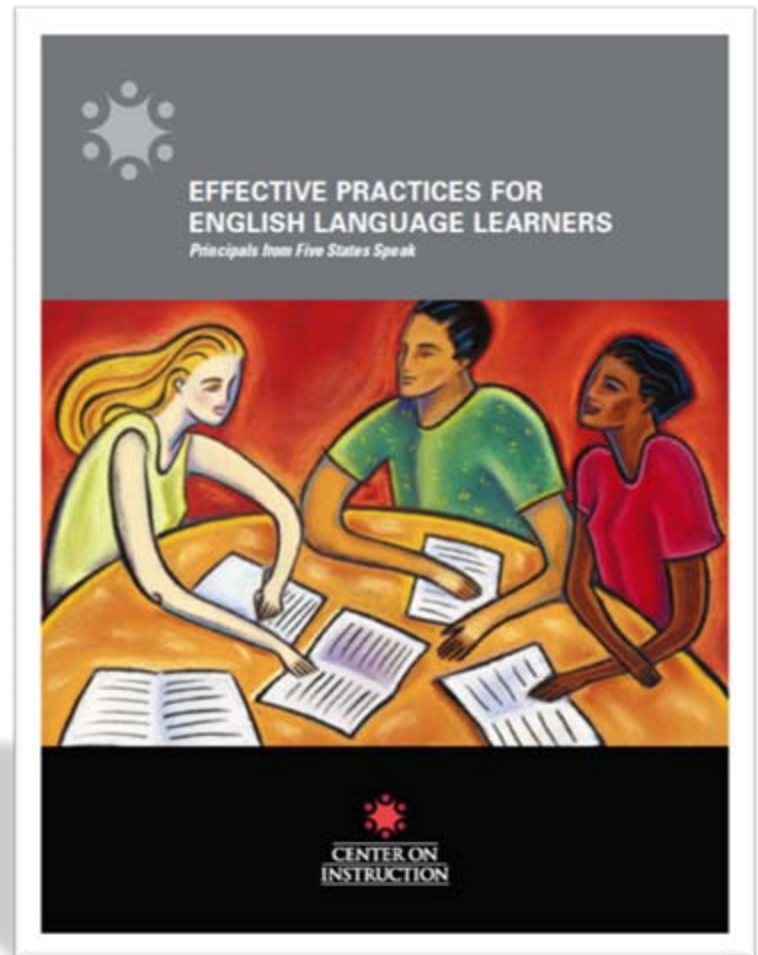
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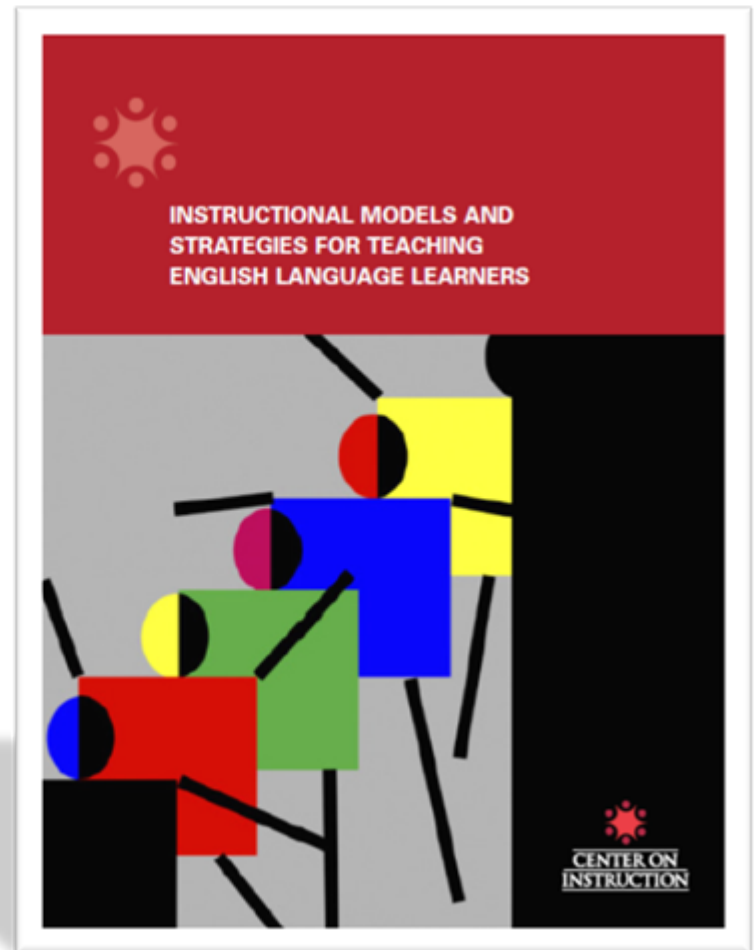
# *Instructional Models and Strategies for Teaching English Language Learners*

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# *Instructional models*

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- Two models have predominated in response to meeting the academic needs of English language learners:
  - instruction only in English (“English-only”)
  - instruction with native-language use (“bilingual”)
- The two models vary in design and implementation
  - more than 15 different types kinds of programs are currently in use in U.S. school districts

(Genesee, 1999; NCELA, 2007)

# *Programs for ELLs across the nation*

(adapted from  
NCELA, 2007)

<b>Model and goal</b>	<b>Program (typical names)</b>	<b>Language(s) of instruction</b>
<b>English-only: Developing literacy in English</b>	English language development (ELD)	English
	English as a second language (ESL) pull-out	English; students are served in mainstream classrooms with ESL instructional support provided in the classroom by a specialist.
	Sheltered English instruction	English adapted to students' proficiency level, supplemented by gestures, visual aids, manipulatives, etc. First-language (L1) support may be provided separately.
	Structured English immersion (SEI)	All instruction in English, adapted to students' proficiency levels. L1 support may be provided separately.
<b>Bilingual: Developing literacy in two languages simultaneously</b>	Bilingual immersion	Both English & students' native language(s), usually throughout elementary school.
	Dual language immersion	
	Two-way immersion	
	Developmental bilingual education	
	Late-exit	Both English & students' native language(s).
	Maintenance education	
	Heritage language	
Indigenous language program		
<b>Bilingual with transitional support: English acquisition; transfer to English-only classrooms</b>	Early-exit	Both English & students' native language(s). After transition, no further instruction in L1.
	Transitional bilingual education	

# *English-only model*

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- ❑ Features programs that offer instruction to English learners in English.
- ❑ Students' native language plays a small role in English-only programs
  - Classroom teachers and bilingual staff may offer some support, such as giving directions in the students' native language to help newcomer English learners or students with few or no English language skills

# *English-only model*

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- ❑ Structured immersion programs
  - English learners receive gradually decreasing native language supports as they develop sufficient English language skills.
  - Seek to increase students' English fluency rapidly by teaching content in English.
  - Core curriculum includes English language development and content-area instruction using effective strategies

# *English-only model*

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## □ Sheltered instruction programs

- Facilitate student access to content concepts and promote the development of academic English.
- Use small amounts of native language strictly to supplement the English-only curriculum.
- Teachers modify their use of English by adjusting the language demands of instruction.
  - ❖ Modify their speech rate and tone; simplify vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work.

# *Bilingual model*

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- Offers instruction in English and another language.
- Programs vary in intensity and the length of time in which students participate.

# *Bilingual model*

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## □ Dual language programs

- Develop students' skills in two languages.
  - ❖ Serve both English learners and monolingual English-speakers, typically in equal proportions, and aim to reinforce students' native language and foster the development of a second language. Such programs create an “additive” bilingual environment in which all students are expected to develop bilingual proficiency.

# *Bilingual model*

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## □ Transitional bilingual programs

- Build students' English skills and use native language instruction in the service of learning English.
  - ❖ The transition model appears more often than other models in programs that serve ELLs in the United States (Genesee, 1999).
  - ❖ How easily students transition from bilingual instruction to mainstream English classrooms depends on their skill levels in both English and their native
  - ❖ languages.

# *Effective practices and approaches*

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- Evidence-based instructional practices
  - explicit instruction
  - interactive learning environments
  - collaborative learning for language and reading development
  - student engagement via culturally appropriate lessons and materials that reflect children's lives

(August & Hakuta, 1997; August & Shanahan, 2006; Genesee et al., 2006; Gersten et al., 2007; Thomas & Collier, 2002)

# *Research*

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## □ Newcomer programs

### ■ Short & Boyson (2004)

- ❖ Conducted case studies of three well-established newcomer programs, each with a different program design, and highlighted their successes, including student academic progress and community recognition.
- ❖ Identified the following characteristics of effective newcomer programs:
  - Individualized and scaffolded instruction
  - Goal: to socialize students and their parents to the U.S. schooling system, its routines and expectations
  - Age-appropriate materials

# *Research*

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## □ Programs for adolescents

### ■ Short and Fitzsimmons (2007)

- ❖ Report of a panel charged with identifying promising practices
- ❖ With ELL populations of 20% or more, the schools or districts under review offered targeted interventions for adolescent ELL literacy development, supported staff development, and documented student achievement

# *Promising practices*

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- Integrate instruction in reading, writing, listening, and speaking across the curriculum
- Teach the components and processes of reading and writing to students who do not read in any language
- Teach reading comprehension strategies
- Focus on vocabulary development
- Build and activate background knowledge
- Teach language through content and themes (i.e., create relevance)
- Use native language strategically in explaining difficult concepts
- Use technology appropriately with other teaching techniques
- Motivate ELLs by offering choice of reading materials and reading and writing projects

# *Discussion point*

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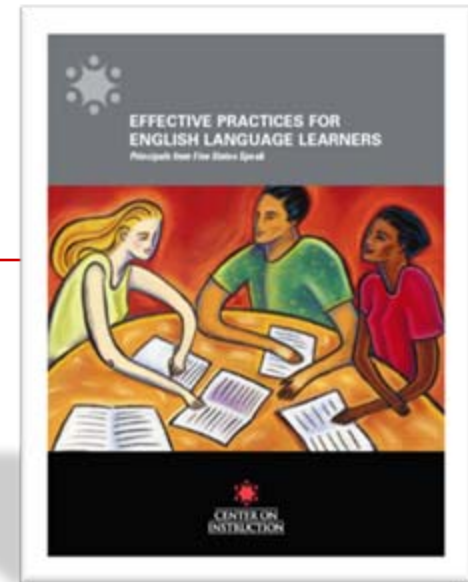
- ❑ What do you think teachers in your districts need to help close the gap between ELLs and native English speakers?



# *Study*

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- Five states with high concentrations of ELLs
  - California, Florida, Massachusetts, New Mexico, Texas
- State test outcome data for Reading and Math
- Surveyed 49 school principals across elementary, middle, and high schools



# *Findings*

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- ❑ Principals identified *professional development* and *effective instructional strategies* as the factors that contributed the most to their ELLs' successful academic performance

# *Professional development*

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- Access to high-quality professional development enables teachers to examine alternatives to their teaching methods and familiarize themselves with updated materials, in addition to augmenting their content knowledge and confidence

# *High Quality Teacher Preparation*

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- ❑ Programs must provide theoretical knowledge and pedagogical methods on:
  - Diversity within the ELL population
  - Direct instruction and modeling strategies
  - How to connect reading opportunities to daily living activities
  - How to increase opportunities for reading, writing, and speaking across content areas
  - Effective use of visuals and manipulatives
  - Ways to encourage language use
  - How to provide feedback and scaffolding
  - How to use research-based effective instructional strategies
  - How to guide students to make connections between native language and English
  - How to administer and interpret the results of classroom-based assessment to inform instruction

# *Instructional strategies*

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- The use of effective research-based strategies validates instructional methodologies, facilitates data collection, and eliminates the uncertainty of testing new teaching methods
  - Most of the instructional strategies that the principals listed as contributing factors to their students' success have empirical support
    - ❖ direct instruction, differential instruction, scaffolding, modeling, choral reading

# *Findings*

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- ❑ Schools that host successful and exemplary programs for ELLs include:
  - Instruction is driven by research-based practices, such as direct and sheltered instruction
  - High-quality teacher professional development is considered a key factor in effective instruction and student success
  - As ELLs progress through higher grades, they benefit from both English and first-language (L1) support to help them master academic language

# *Sheltered Instruction*

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- ❑ The purpose is to deliver grade level subject matter content in a manner that is accessible to all learners.
- ❑ Students receive *comprehensible* core content instruction throughout the day.
- ❑ The content is from grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc.
- ❑ Lessons have clear grade level, content and language objectives.

# *SIOP Model*

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## □ Evidence-based successful method

### ■ Interrelated components

- ❖ lesson preparation
- ❖ building background
- ❖ comprehensible input
- ❖ strategies
- ❖ interaction
- ❖ practice/application
- ❖ lesson delivery
- ❖ review/assessment

Echevarria, J., Vogt, M. E., & Short, D. (2008). *Making content comprehensible to English learners: The SIOP model*. Boston: Pearson/Allyn and Bacon.

# *SIOP Model*

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- ❑ Offers features recommended for high quality instruction for all students, such as:
  - ❖ cooperative learning
  - ❖ strategies for reading comprehension
  - ❖ emphasis on the writing process
  - ❖ differentiated instruction

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