

LA 5.2: Worksheet - Program Model Summary 5

Description	These programs are specifically designed for LEP students. They may also be called Content-Based ESOL or Specially Designed Academic Instruction in English (SDAIE). The medium of instruction is English with the level of instruction adapted to language proficiency of students.
Student Population Relationship to School Exposure to English Speakers	Students may come from a variety of L1 backgrounds. They usually spend some portion of the day with native English speakers, but at the secondary level this may depend on how much of their content is presented in “sheltered” courses. Teachers are not necessarily bilingual, usually not educated in the subject matter, but are ESL specialists. In some cases courses are team taught with ESL specialists and content teachers (not usually). Teachers teach courses taught in the general curriculum adapted to student language skills. Teachers use gestures, visual aids and simplified language.
Teacher Population	These programs require at least one ESL specialist. They require special materials, because the curriculum is simplified, and they require space.
Resources Instructional Costs	Students are in these programs for only one or two years; but spend from one hour to an entire day in sheltered instruction.
Program Length	These programs are based on Krashen’s acquisition-learning hypothesis and comprehensible input hypothesis. L2 acquisition is enhanced when content is the medium for learning language. Building on former content knowledge, teachers develop language and new understandings in content. L1 is used ironically to support L2 learning—past content knowledge in L1 will become L2 learning. But L1 is not itself supported.
Linguistic Emphasis (L1=primary language, L2=English) Theories of Language Learning Native Language Support	Teachers use content to teach language and language to teach content, but the focus is strictly on academic language acquisition in L2.
Academic Emphasis Content and Language	Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.
Sociocultural Emphasis C1=1st Culture C2=2nd Culture	This program implies a cognitive emphasis. Whether that is realized is context dependent: the skill of the teacher to exploit the language and the academic content for L2 development and the academic skill of the students in L1 are major intervening variables.
Cognitive Emphasis	The strongest programs still close less than 50% of the achievement gap, while weak programs will close none.
% of Achievement Gap Closed by End of Schooling (based on data-analytic research)	



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education



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