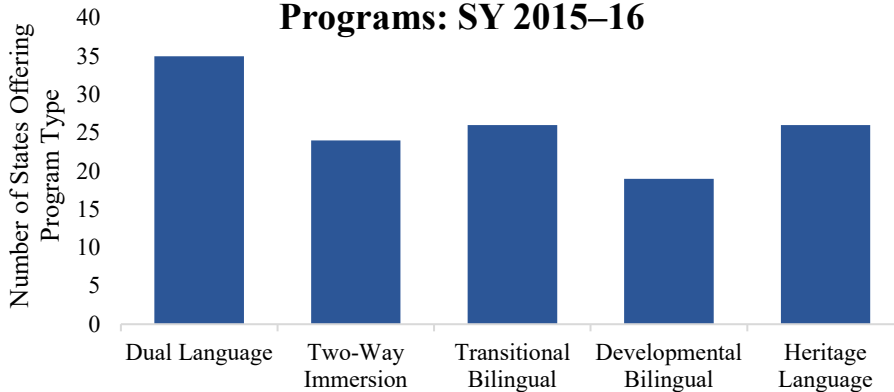




Office of English Language Acquisition

English Learners and Instructional Programs

Number of States Reporting Bilingual Language Instruction Educational Programs: SY 2015–16



Approximately two-thirds of states (34 states and the District of Columbia) reported having dual language programs in school year (SY) 2015–16.

In that same school year, state educational agencies (SEAs) reported a total of 40 languages other than English used in language instruction educational programs (LIEPs). Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language.

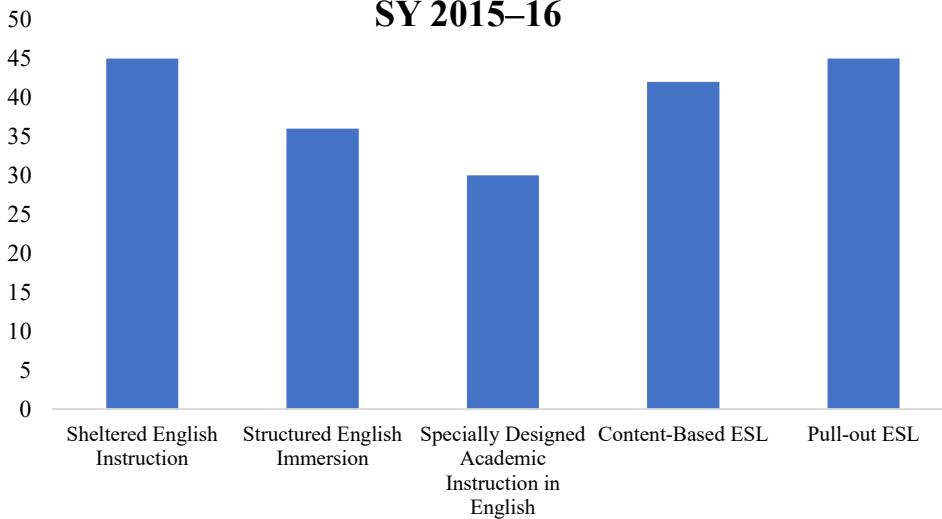
Programs focused on developing students' proficiency in two languages ¹	Programs focused on developing students' proficiency in English ²
<p>Dual Language³: LIEPs that instruct students in English and a partner language. Dual language LIEPs vary in structure and implementation but share common goals, such as developing bilingualism and cross-cultural understanding (see program descriptions below for examples of these LIEPs). One principle of dual language programs is that at least 50 percent of instruction takes place in the partner language.</p>	<p>Sheltered English Instruction: A program used to make academic instruction in English understandable to ELs to help them acquire proficiency in English and develop content knowledge and skills.</p>
<p>Two-Way Dual Language: Program that enrolls equal populations of English learners (ELs) and non-ELs and instructs both groups in English and the non-English partner language. The goals of this program are academic achievement, bilingualism, biliteracy, and biculturalism.</p>	<p>Structured English Immersion: In this program, ELs receive all of their content area instruction in their second language (English). The goal is to help minority language students acquire proficiency in English while at the same time achieve in content areas.</p>
<p>Heritage Language: Program for students with a family background or cultural connection to the partner language. This covers indigenous languages (e.g., Navajo) and immigrant languages (e.g., Spanish in the U.S.).</p>	<p>Specially Designed Academic Instruction in English: A program of instruction in a subject area, which is specially designed to provide ELs with access to the curriculum delivered in English.</p>
<p>Transitional Bilingual: Program in which subjects are taught through English and the native language of the ELs. The goal of this program is to facilitate the EL's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the partner language decreases.</p>	<p>Content-Based ESL: This approach to teaching ESL uses instructional materials, learning tasks, and classroom techniques from academic content areas to develop language, content, and study skills. English is used as the medium of instruction.</p>
<p>Developmental Bilingual: A program where students from the same first language background learn English and continue to develop proficiency in their first language. This program teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy.</p>	<p>Pull-out ESL: A program in which EL students are "pulled out" of regular, mainstream classrooms for special instruction in ESL.</p>

¹ The definitions of dual language programs listed in this column vary from state to state

² The program definitions can be found in the NCELA FAQ Glossary of terms related to the education of linguistically and culturally diverse students: https://ncela.ed.gov/files/rcd/BE021775/Glossary_of_Terms.pdf

³ Definition of two-way dual language programs can be found in Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). Dual language education programs: Current state policies and practices. Washington, DC: U.S. Department of Education, Office of English Language Acquisition. <https://www.air.org/sites/default/files/downloads/report/Dual-Language-Education-Programs-Current-State-Policies-April-2015.pdf>

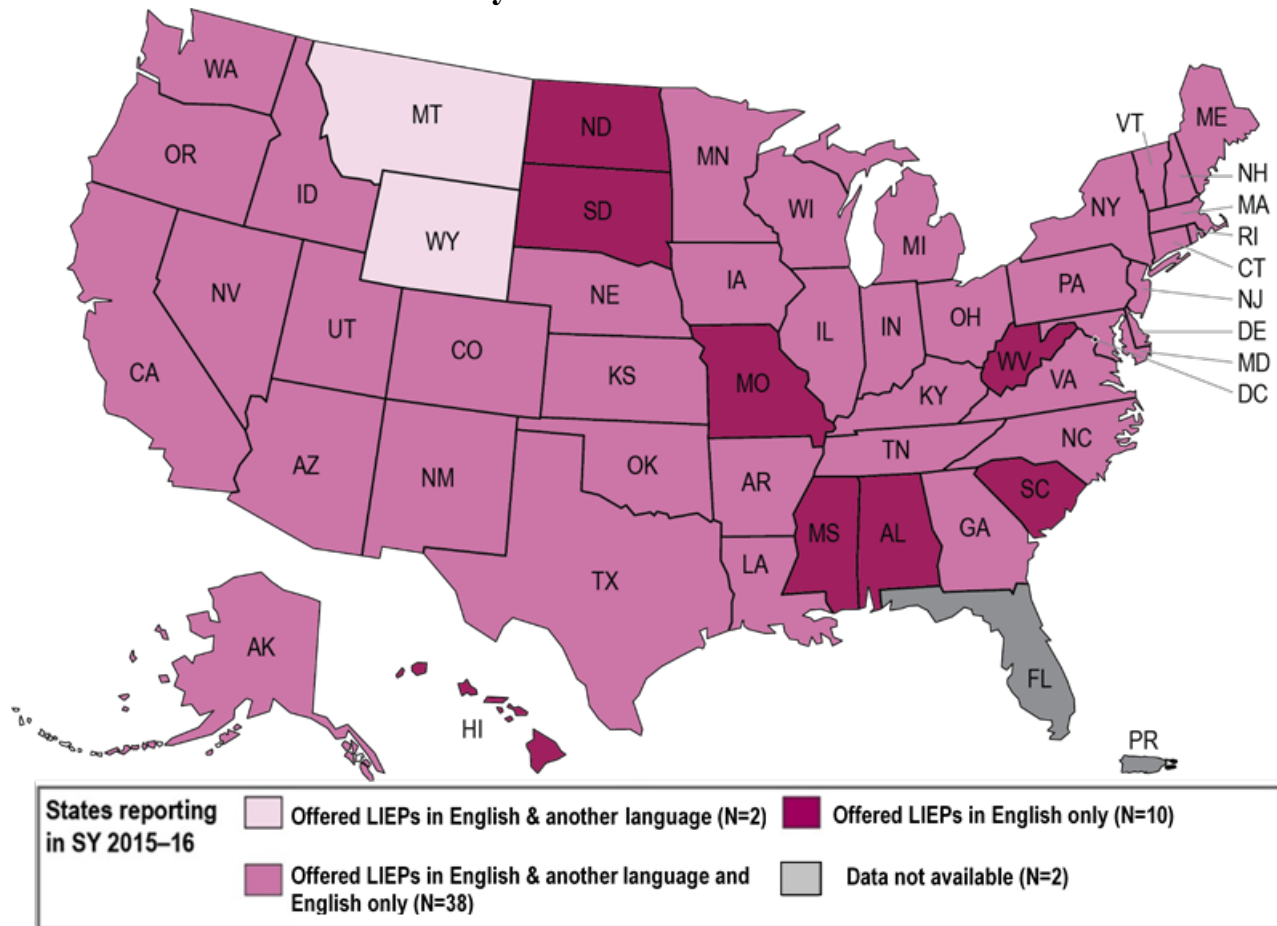
Number of States Reporting English-Only Language Instruction Educational Programs: SY 2015–16



Thirty-eight states offered two different types of LIEPs in SY 2015–16: (1) LIEPs focused on developing students’ proficiency in two languages and (2) LIEPs focused on developing students’ proficiency solely in English.

In 10 states (Alabama, Hawaii, Mississippi, Missouri, New Hampshire, North Dakota, South Carolina, South Dakota, Vermont, and West Virginia) the only LIEPs offered focused on developing students’ proficiency solely in English.

Types of Language Instruction Educational Programs Offered by States: SY 2015–16



Source for entire document: U.S. Department of Education, *Consolidated State Performance Report: Part I: SYs 2014–15 and 2015–16* (OMB #1810-0724). These data were reported by SEAs from the 50 states, District of Columbia, and Puerto Rico. Data were accessed in Fall 2018.