

## English as a Second Language (ESL) Overview English Transcript

Welcome to an explanation of English as a second language (ESL) program models in Texas! We will answer the question: What are the types of ESL program models available for Texas public schools to use in serving emergent bilingual students?

Remember, the term “emergent bilingual student” is interchangeable with the term of “English learner.” Which is used to describe a student who is in the process of acquiring English and has another language as the students primary or home language.

Also, recall that all Texas public schools, including traditional school districts, open-enrollment charters, and districts of innovation, are required to provide an ESL program when they have even one student identified as emergent bilingual, regardless of the student’s grade level and primary languages.

The goal of an ESL program is for emergent bilingual students to attain full proficiency in English in order to participate equitably in school. Its instructional design targets English language development through academic content instruction that is culturally and linguistically sustaining.

The ESL program must address the affective, linguistic, and cognitive needs of emergent bilingual students.

Which includes

1. incorporating students’ primary languages, learning experiences, and the cultural aspects of the students’ background to instill confidence, self-assurance, and a positive identity with their cultural heritages.

2. using second-language acquisition methods in all content-area instruction that supports English language proficiency in listening, speaking, reading, and writing

And

3. structuring academic content instruction to ensure students master the required

essential knowledge and skills and higher-order thinking skills in all subjects.

There are two state-approved ESL program models outlined in Texas Administrative Code Chapter 89: ESL content-based and ESL pull-out. Although the overall goal and instructional design of both models are the same, teacher certification requirements and the degree of targeted support are different.

An ESL content-based model aligns to what its name implies. It means that an emergent bilingual student receives all content-area instruction, including English language arts and reading (ELAR), math, science, and social studies, from an ESL-certified teacher or teachers. Thus, targeted support by appropriately trained staff is intentionally embedded throughout all content areas.

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An ESL pull-out model is not exactly how it sounds. For this model, the basic teacher certification requirement comes down to an emergent bilingual student receiving at least their ELAR instruction by an ESL-certified teacher or teachers. The requirement can be fulfilled in three ways.

1. The emergent bilingual student's ELAR classroom teacher is ESL certified.
2. An ESL-certified teacher co-teaches with the emergent bilingual student's ELAR teacher.
3. Supplemental ELAR instruction is provided through an additional class or time period by an ESL- and ELAR-certified teacher.

If ELAR TEKS are split between two teachers (such as one teaching Language Arts TEKS and one teaching Reading TEKS to provide the total required curriculum), both the Language Arts teacher and the Reading teacher of emergent bilingual students would need to be ESL certified if no other ELAR instructional support is provided by an ESL teacher through co-teaching or through an additional ESL/ELAR class.

It's important to note that although certification requirements do not extend to all content areas in an ESL pull-out model, use of the English Language Proficiency Standards (ELPS) and necessary linguistic accommodations must be provided to

emergent bilingual students in all content areas, regardless of the program model.

In middle and high school, there are specialized courses available for use within the ESL program, such as English Learner Language Arts (ELLA) for grades 7 and 8, English to Speakers of Other Languages (ESOL) I and II, and English Language Development and Acquisition (ELDA). These courses are optional for use in providing targeted support to emergent bilingual students.

However, ESL program requirements must be based on rules outlined in Texas Administrative Code Chapter 89. Participation in the ESL program should not impede a student's participation in grade-level content instruction, advanced placement courses, or subjects such as art, music, and physical education.

Keep in mind that although instruction within ESL programs is in English, the primary languages of the students should be valued and leveraged as assets that strengthen English acquisition and promote an additive bilingualism approach.

For more information on program models, visit [txel.org/programimplementation](http://txel.org/programimplementation). If you're not meeting certification requirements for your required ESL program, see the video in this series on Understanding Alternative Language Programs. If you have any additional questions, reach out to the TEA English Learner Support Division at [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov). Thank you for listening!