

# Getting to Know Our Multilingual Students

**Multilingual learners** are students who are simultaneously learning English and building on the valuable knowledge of their home language. Multilingual learners include emergent bilingual students who are currently classified as English learners, as well as those who were previously or never classified as English learners. Harnessing multilingual learners' linguistic and cultural assets supports their own learning, while also benefitting their monolingual English-speaking peers.

Multilingual students have a wide range of experiences, knowledge, assets, strengths, and needs. These include:

- **Heritage speakers** are multilingual learners who have a cultural connection to the language of their family or home, which they may have learned informally. Their stronger language is typically English, and they may or may not qualify as English learners. Heritage speakers' linguistic assets can be harnessed to benefit their learning through dual or heritage language programs.
- **Simultaneous bilinguals** are students who learn English and their home language at the same time. Multilingual learners often acquire both languages in the home and can build their literacy skills in dual language programs.
- **Sequential bilinguals** are students who learn one language before learning another. Multilingual learners classified as English learners are often sequential bilinguals, learning English after their home language. Some heritage speakers are sequential bilinguals, formally learning their home language after learning English.
- **Long-term English learners** (LTELs) are multilingual learners who have been classified as English learners for seven or more academic years. Multilingual learners who are LTEL need targeted and differentiated supports that are different from their peers who are newcomers or former English learners. A disproportionate number of multilingual learners who are designated LTEL are students who are dual identified as both English learners and students with disabilities.

- **Monitored students** are former English learners who have been reclassified. They are monitored by a team of educators for two years to determine additional academic and language supports they may need as they transition out of English learner services. This support can include strategic interventions that provide specific instruction and tools for academic learning. Monitoring can include reviewing student academic progress through teacher observations, work samples, grades, and state assessment data.
- **Newcomers** are English learners born outside the United States, who have been enrolled in U.S. schools for less than two academic years. Newcomers arrive with a wide range of experiences and preparation, including some with limited or interrupted formal education. Regardless of their academic preparation, many newcomers face challenges in accessing core content while developing English proficiency, and they benefit from specific newcomer supports.
- **Students with limited or interrupted formal education (SLIFE)**, also known as students with interrupted formal education (SIFE), are newcomers with significant gaps in formal education. Some of these students are refugees and may have had some of their schooling in refugee camps, while others may not have had access to formal education at all. Many of these students have experienced trauma due to war, violence, and displacement, which will affect their learning. Newcomer students' prior schooling has been identified as an important predictor of achievement. Therefore, it is very important that these students received targeted and appropriate supports.
- **Dual-identified students**, also called English learner students with disabilities (ELSWD), are students who are classified as English learners and have an identified disability with either an individualized education program (IEP) or 504 plan. To provide appropriate supports, educators need to work together to accurately identify students' abilities and disabilities. Not receiving appropriate supports may have negative consequences on student learning.

## English Learner Program Models

By federal law, multilingual learners classified as English learners must learn the same core content as their native English-speaking peers. At the same time, they must develop the academic language associated with the content they learn, in addition to social language to connect with peers and navigate an English-dominant society. They have a civil right to learn English and grade-level academic content without being segregated from their classmates. There are multiple program models that can facilitate this, including programs that build biliteracy in English and a partner language and programs that focus exclusively on English language development. A pedagogical approach to English Language Development (ELD) program models can include sheltered instruction or integrated practices, both of which provide strategies for integration of language and content instruction and allow content to be accessible for all students, especially multilingual learners.

## BILINGUAL AND DUAL LANGUAGE PROGRAMS

Program model	Definition	Description and structure	Goal
<b>One-way dual language education</b>	Seeks to develop literacy in English and a partner language. Students study academic subjects in both languages, and programs may extend into high school.	Students share a common home language, and programs may be limited to students classified as English learners.	Develop biliteracy in English and the partner language and familiarity with the cultures connected to each language.
<b>Two-way dual language education</b>	Seeks to develop literacy in English and another language. Students study academic subjects in both languages, and programs may extend into high school.	Classes ideally include both native speakers of English and native speakers of the partner language.	Develop biliteracy in English and the partner language and familiarity with the cultures connected to each language.
<b>Transitional bilingual “early exit”</b>	Provides instruction in students’ primary language and transitions over time to English. This program is often found in elementary schools, and students typically fully transition to English by grade 2 or 3.	Classes typically include only English learner students who are native speakers of the partner language.	Develop basic literacy in the student’s home language to transfer skills to English. Home language instruction is not maintained.
<b>Developmental bilingual “late exit”</b>	Provides instruction in students’ primary language and transitions over time to English. This program is often found in elementary schools and may extend into middle school.	Classes typically include only English learner students who are native speakers of the partner language.	Develop biliteracy and use students’ knowledge of the home language as an asset to learn English and specific content.

## ENGLISH LANGUAGE DEVELOPMENT PROGRAMS

Program model	Definition	Description and structure	Goal
<b>Designated English language development (ELD)</b>	Provides instruction focused on the Oregon English Language Proficiency Standards to support students classified as English learners to develop English language skills necessary for academic content.	Instruction is provided during the regular school day through various models, including integrated ELD instruction, co-teaching, push-in, pull-out, or class period or through the English language portions of a bilingual or dual language program.	Provide explicit English language development to all students classified as English learners.
<b>Integrated instruction</b>	Provides lessons that purposefully incorporate language development in alignment with content standards in all classes throughout the school day.	Specific attention is given to scaffolding to meet students' learning needs while monitoring academic growth in both language and content areas. Language development is a responsibility for all teachers, regardless of their assignment or content area focus.	Provide explicit language development in all lessons and classes throughout the school day.
<b>Collaborative co-teaching</b>	Integrated instruction in which classroom teachers and language development specialists collaborate and share responsibility in planning, instruction, assessment, and evaluation.	Teachers cooperatively design lessons focused on content and language standards, with specific attention to scaffolding to meet students' academic and linguistic needs at their respective language proficiency levels.	Content and language development teachers collaborate to provide explicit language development in all lessons and classes throughout the school day.
<b>ELD pull-out</b>	Provides designated ELD instruction outside the content area classroom.	English learners spend most of the day in the mainstream classroom and are "pulled out" of their classroom to attend a consistently scheduled block of time that is devoted to targeted, intensive ELD. Pull-out ELD must occur at a time when core instruction is not taking place in students' regularly scheduled classes. This is most common in an elementary school.	Provide language development in groups typically organized by grade and language proficiency level.

<b>Program model</b>	<b>Definition</b>	<b>Description and structure</b>	<b>Goal</b>
<b>ELD push-in</b>	Provides ELD instruction in the student’s mainstream or content area classroom.	ELD push-in typically occurs in the student’s content area classroom. ELD teachers usually coordinate with the classroom or content area teacher to provide instruction, often working only with students classified as English learners.	Provide ELD through academic language support aligned to content area studies.
<b>ELD class period</b>	Provides designated ELD instruction during a designated class period that may carry course credit.	English learner students attend a dedicated class period for ELD. This is common in middle and high schools and occasionally used in elementary schools that have block scheduling.	Provide ELD, usually by grouping students by grade and language proficiency level.
<b>Newcomer programs</b>	Provides ELD and content area instruction outside of—and in place of—the mainstream classroom. These programs are specifically designed to meet the educational and transitional needs of newly arrived immigrants.	Classes consist only of newcomer students identified as English learners. A student is typically in a newcomer program for two years or less and then transitions into the mainstream classroom and continues to receive ELD services.	Develop students’ English skills while teaching academic content. Newcomer programs also assist students as they adjust to life in the United States.
<b>Sheltered instruction</b>	Provides the strategic use of scaffolds, linguistic supports, and instructional strategies to integrate language development and content instruction. This approach ensures content is accessible for all students (and especially multilingual learners) in all classes and throughout the school day.	May include only English learner students or a combination of English learner students and non-English learner students.	Support the language development needs of multilingual students while also providing access to content area standards and skills for all students in the classroom. Does not constitute a stand-alone ELD service model, unless it is part of an integrated instructional model.