

Integrating Language and Content Instruction

Understanding and implementing the three principles of differentiated instruction for second language students is only the first step in helping ESOL students become academically successful.

Research has shown us that English language learners may need from five to seven years or beyond to acquire the cognitive and academic language necessary for a high level of academic achievement. English language learners need to succeed not only in learning English, but in using English to learn the necessary content in math, science and social studies.

In Module 4, we will review instructional program models designed to foster Cognitive Academic Language. We will also explore specific ideas for supporting the acquisition of Cognitive Academic Language in the mathematics, science, and social studies.

In the “Program Models” segment of Module 4, we will focus on two popular program models: Content-based Sheltered Instruction and Differentiated Mainstream Content.

Content-based sheltered instruction includes programs dedicated to the planning and instruction of grade-level subject matter in English solely for ESOL students. This type of program focuses on ways to make content comprehensible and engage students academically, while also consciously promoting English language development.

Differentiated mainstream content includes mainstream grade-level or content classes that provide both second language students and mainstream students access to the academic content through differentiated instruction and learning strategies.

As you explore the content in Module 4, please use the printable capture sheets to help you organize your learning.