

## **COMPONENTS OF INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS**

**“If culture was a house, then language was the key to the front door, to all the rooms inside.”**

-Khaled Housseini

Chapter 71A, Massachusetts General Laws (G.L. c. 71A) requires that limited English proficient (LEP) students, more favorably known as English Language Learners be educated in a sheltered English immersion (SEI) program. This requirement applies to all districts that enroll ELL students, regardless of the number. The two components of instruction which all ELL students **must** receive are:

### **1.) Sheltered content instruction**

Sheltered content instruction is instruction in the content areas using strategies to scaffold instruction. Sheltered English instruction is intended to make instruction in academic content areas, delivered in English, more comprehensible to ELL students.

***It is important to note that: A classroom becomes an SEI classroom where there is even one ELL student in that class.***

- **2.) English as a second language (ESL), also called English language development (ELD) instruction**

ESL instruction addresses the listening, speaking, reading and writing standards contained in the *World Class Instructional Design and Assessment (WIDA) as well as each school district's English Language Development Curriculum Frameworks*.

Pursuant to G.L. c. 71A, districts must promote and support the rapid acquisition of English language proficiency by LEP students. Thus, districts must ensure that all LEP students receive ESL instruction corresponding to their needs. For example, students with ACCESS scores of Levels 1, 2, and 3 should receive proportionally more English language instruction than those at higher performance levels. The following guidelines for instructional planning reflect the importance of ESL instruction for *all* LEP students.

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## **TEACHER LICENSURE & ENDORSEMENT**

**Sheltered English Instruction (SEI) Teachers :** To teach content area instruction (Elementary, English Language Arts, Mathematics, Science, Social Studies, etc.) to English Language Learners, a teacher must possess a Content Area License in the content he/she is teaching and an SEI Endorsement-(see below)

**English as a Second Language Instruction (ESL) Teachers:** To teach ESL, a teacher must possess a license in English as a Second Language

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## **RETELL (excerpted from Massachusetts Department of Elementary & Secondary Education's RETELL website) [www.doe.mass.edu/retell](http://www.doe.mass.edu/retell)**

Our state's top priority in K-12 education is to improve outcomes for all students and ensure that all public high school students graduate college and career ready. ELLs are the state's fastest growing group of students, and, as a group, experience the largest proficiency gap when compared to their native English speaking peers. In order to strengthen instruction and better support the academic achievement of ELLs, the state Board of Elementary and Secondary adopted new regulations in June 2012. These new regulations, which include a requirement that all core academic teachers of ELLs earn a Sheltered English Immersion (SEI) Teacher Endorsement are at the centerpiece of the Department's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative to transform the teaching and learning of ELLs across the Commonwealth.