

## **WHAT IS ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD)?**

Illinois State rules require English Language Development standards as an anchor for teaching English as a Second Language (ESL). Educators sometime refer to ESL as ELD instruction.

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Section 228.10

ESL means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is designed to promote students' English language development; it is not to be confused with English language arts which is designed to promote students' conceptual development).

"English Language Development Standards":

"[2012 Amplification of English Language Development Standards Kindergarten-Grade 12](#)" for students in kindergarten through grade 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium.

"[Early English Language Development Standards Ages 2.5-5.5 2013 Edition](#)" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

Both Illinois Learning Standards for Content and Illinois English Language Development Standards must be used in tandem when addressing the needs of ELs.

Illinois English Language Development Standards recognize that English language development occurs over multiple years, is variable, and depends on many factors (e.g. age, maturation, classroom experiences, programming, motivation, and attitudes).

ESL instruction is a required component of all EL programs of instruction. A well-designed ESL program should incorporate both of the following critical components:

- 1. Targeted English Language Development:** This component provides “...dedicated time for focused instruction in how English works, providing [ELs] with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic language register needed to engage in academic discourse across all content areas” (Council of the Great City Schools, 2014). In other words, ELs must have the opportunity to learn what makes English different from their home language, and the rules and structures of the English language. Targeted English language development may be provided as a stand-alone course or block or may be a designated time within the school day for a self-contained ESL or bilingual education teacher. It can be thought of as the learning of the language needed to engage with content-area instruction in English.
  
- 2. Content-Based English Language Development:** ELs must have opportunities to develop academic English within the content areas. “The language learning that occurs during a student’s experience with the different content areas...is especially valuable for [ELs] because it extends and stretches their language development in new and various directions” (Council of the Great City Schools, 2014). Content-based language development can be thought of as learning language through the content areas.
  
- 3.** In addition, time for **social-emotional development** are critical components of EL services.