



Spotlight: Multilingual Approaches in Illinois Adult Education

What are multilingual approaches?

Multilingual approaches in adult education offer programmatic and instructional strategies to supplement--not replace--instruction in English and support English language acquisition (ELA).

Multilingual approaches recognize and use adult learners' linguistic backgrounds as an asset for English language acquisition and allow them to access their full linguistic repertoire to accelerate their English proficiency. Multilingual approaches in ELA, IELCE, Bridge, and ICAPS classes can enhance English language development, help adult learners use their prior knowledge and experience, and prepare learners for bilingual career pathways.

Spotlighted below are Illinois adult education programs using innovative multilingual approaches.

Adapted from [Using Multilingual Approaches to Support English Language Acquisition](#), developed by the Enhancing Access for Refugees and New Americans (EARN) project. Funded by OCTAE, this project aims to support adult educators in developing and delivering high-quality IELCE programming in alignment with an immigrant integration approach. For more information, visit the [EARN home page on LINCS](#).



Spotlight: A Program Serving Students Who Share One Language Background

Pui Tak Center has developed an ICAPS Model 2 in Foodservice Management to provide students already working in foodservice with the knowledge and skills needed to advance in their careers or open their own businesses. Pui Tak serves Chinese-speaking students (Cantonese and Mandarin) in this ICAPS. The course uses team teaching and multilingual methods of instruction. An innovative multilingual approach is that Pui Tak obtained permission from the certification company to translate their study materials and to offer their most rigorous credential exam in Chinese. Pui Tak staff completed these translations.



The collaborative teaching for this ICAPS utilizes 75% of class time with an English instructor and 25% with vocational instructors who speak Cantonese and Mandarin. This approach has resulted in 70% of students receiving the industry-recognized Master Certified Foodservice Professional credential across a total of three cohorts.

For more information, contact Jonathan Meter at jonathanmeter@puitak.org.



Spotlight: Programs Serving Students with Multiple Language Backgrounds



Trellus is developing multilingual videos for a variety of purposes. With over 30 language backgrounds served in FY24, using AI translation and audio capabilities allows them to quickly create videos in multiple languages. These videos assist program staff to connect meaningfully with students while

supporting students' understanding of Trellus' mission and values, their supportive environment, and their program offerings.

To develop the videos, Trellus instructors worked on scripts for a variety of purposes including orientation and classroom etiquette. (See a [sample video](#).) Their team is currently working to create videos to introduce Bridge and ICAPS classes and other continuing education options. Instructors will facilitate viewing of these career-focused videos during the first week of class.

Trellus's goal is to have all videos available by their winter registration so that students will not only be informed but also empowered to ask questions through a better understanding of opportunities beyond English language classes.

For more information, contact Paul Thomas at pthomas@mytrellus.org.

World Relief believes that a student's language level, however low, should never be a barrier to accessing the language classroom. Serving students with over 50 different native languages in their classes, World Relief provides native language interpretation and translation services for the recruitment, registration, and enrollment processes in order to foster student success. They also offer native language supports for digital literacy training, classroom logistics, success coach mentoring, and targeted industry-specific content to ensure comprehension.



Instead of offering direct interpretation or document translation for all 50+ languages, World Relief gathers data on learners' first, second, and third languages during student intake. From this information, they identified the nine most commonly shared languages for interpretation efforts. Flyers, class information, and orientations are then translated into these core language groups. World Relief works with the Language Access Resource Center (LARC) and BoostLingo for interpretation and translation needs. As a result of these multilingual supports, World Relief has seen significant increases in EFL MSGs for English learners completing their workforce/career-readiness bridge programming.

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