

The Renzulli Learning English Language Learning Accelerator (ELLA) is the module purpose-built for ELL, dual language, and bilingual programs. Students take the Renzulli Profiler in their home language, receive personalized enrichment in both Spanish and English, and learn English faster — with skills that transfer to every content area. Schools and international partners around the world use ELLA to improve English language instruction.

20+
languages in
the Profiler

40,000+
curated enrichment
activities

+28 pts
ELL proficiency gains
(Lucas/Stanford)

Pre-K–12
all grade levels
age-adapted

How ELLA Works

ELLA uses a **strength-based, personalized approach** to English instruction. Instead of starting with what students can't do in English, ELLA starts with what they **can** do — their interests, learning styles, and expression styles — identified through the Renzulli Profiler in their home language. Students are then matched to enrichment activities they genuinely care about, learning English through authentic content. The result: students learn English faster, and the skills they acquire are transferable to other content areas.

Six Research-Backed Best Practices

Best Practice	How ELLA Implements It
Personalized Instruction	The Profiler identifies strengths in the student's home language. Activities are matched to interests — making English instruction personal, relevant, and engaging.
Collaborative Grouping	Renzulli Learning's student grouping creates flexible groups based on Profiler data — pairing ELL students with peers who share interests across language levels.
Peer Assisted Learning (PAL)	Native English speakers serve as peer mentors through interest-based grouping and collaborative projects. Provides leadership opportunities for native speakers while accelerating acquisition for ELL students.
Background Knowledge	Activities matched to student interests build background knowledge in topics they already care about — making new English vocabulary stick because it's connected to existing understanding.
Extended Discussion	PBL and collaborative enrichment create natural opportunities for sustained, meaningful academic discussion — the kind of language practice that accelerates fluency.
Valuing Linguistic Differences	Every language is treated as a strength, not a deficit. Students take the Profiler in their home language, explore bilingual content, and bring their full linguistic identity to every learning experience.

ELLA for Dual Language Schools & International Partners

Who Uses ELLA	How ELLA Helps
U.S. ELL Programs	Strength-based English instruction through personalized enrichment. Students learn English through content they care about — not isolated drills.
Dual Language Schools	True bilingual experience: students navigate the platform in Spanish and English, complete projects in both languages, and build academic vocabulary simultaneously. Supports the three pillars: bilingualism/biliteracy, academic achievement, sociocultural competence.
International Partners	Schools worldwide use ELLA to improve English instruction. The Profiler in 20+ languages works in any country, with any curriculum. Interest-driven approach works across cultures and educational systems.
Gifted ELL Identification	The Profiler reveals talent regardless of English proficiency. The CTC (US Patent 12,087,176) can be deployed in any language — identifying creative potential that English-only tests miss.

Profiler Languages

Arabic, Chinese, English, German, Haitian Creole, Italian, Japanese, Portuguese, Romanian, Russian, Spanish, Thai, Turkish — and more being added. Students take the Profiler in their home language; teachers see results in the school's language of instruction.

Research Evidence

Study	Finding
Reis & Housand (2009)	Gifted education pedagogy and enriched reading practices improved reading achievement for urban students in bilingual and English-speaking classes. <i>Journal of Urban Education</i> .
de Souza Fleith, Renzulli & Westberg (2002)	Creativity training was equally effective in monolingual and bilingual classrooms — divergent thinking improved significantly in both. <i>Creativity Research Journal</i> .
Lucas/Stanford	ELL students in PBL classrooms scored up to 28 points higher on language proficiency assessments.
Field (2009) — UConn RCT	Renzulli Learning: reading comprehension p<.001 , fluency p=.016, social studies p=.013 across diverse populations.
Baum, Renzulli & Hébert (1995)	82% of underachieving students reversed underachievement through Type III creative productivity.

Getting Started with ELLA

1. Activate the Profiler for your ELL students → 2. Students complete the Profiler in their home language → 3. Review profiles and create collaborative groups → 4. Assign bilingual enrichment activities and projects → 5. Monitor progress and celebrate growth

Ready to accelerate English learning for every student?

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