

Types of Instructional Program Models

by Robert Linquanti

DEFINITIONS AND CHARACTERISTICS: The linguistic goal of the program (English language development or bilingualism); the target population of the program; the duration of the program (when specified); and other outstanding characteristics.

WHEN APPROPRIATE: Considers district or school demographics; student characteristics; and resources (Rennie, 1993).

ELEMENTS OF SUCCESSFUL IMPLEMENTATION: All models presuppose support from family, community, and school administration; well-trained teachers with experience in first and second language pedagogy; and appropriate, well-designed teaching materials.

INSTRUCTIONAL MODEL	DEFINITIONS AND CHARACTERISTICS	WHEN APPROPRIATE	ELEMENTS OF SUCCESSFUL IMPLEMENTATION
Bilingual Education:			
Early-Exit Transitional	<ul style="list-style-type: none"> • Goal is to develop English skills without sacrificing or delaying learning of academic core and develop English fluency to successfully move students to mainstream classrooms • Students are ELL and from same language background • Some content instruction in native language, transition to English as rapidly as possible • Usually transition to mainstream in 2-to-3-years 	<ul style="list-style-type: none"> • Sizable group of ELLs who speak the same language and are in the same grade • Limited number of bilingual teachers available to teach in the higher grades 	<ul style="list-style-type: none"> • Includes some content instruction in English and builds competency in oral and written academic English • Develops literacy in the primary language as foundation for English reading • Often uses sheltered instructional strategies
Late-Exit Transitional/ Developmental or Maintenance	<ul style="list-style-type: none"> • Goal is to develop academic proficiency in English and students' first language • <u>Transitional programs</u>: generally place less emphasis on developing students' first language and more emphasis on the first language as a bridge to English language development • <u>Developmental programs</u>: generally place equal emphasis on developing and maintaining students' primary language and academic English proficiency • Students are ELL and from same language background • Significant amount of instruction in native language while continuing to increase instruction in English (4-6 years) 	<ul style="list-style-type: none"> • Sizable group of ELLs who speak the same language and are in the same grade • Bilingual teachers available to teach in the higher elementary (or later) grades • Interest and support from language-minority community in maintaining primary language, learning English, and achieving academically in both languages 	<ul style="list-style-type: none"> • Bilingual teaching staff proficient in using both languages for academic instruction • Develops literacy in the primary language as foundation for English reading • Language arts instruction in primary language and English • Often uses sheltered instructional strategies
Bilingual Immersion	<ul style="list-style-type: none"> • Goal is English language development • Students are ELL and from same language background • Most instruction in English; first hour of the day, teachers teach primary language literacy and explain concepts in students' primary language. Sheltered English for all subjects. • Students may use primary language even when instructed in English • Transitional model, usually 2-4 years, then enter mainstream 	<ul style="list-style-type: none"> • Sizable group of ELLs who speak the same language and are in the same grade • Limited number of bilingual teachers available to teach in the higher grades 	<ul style="list-style-type: none"> • Bilingual teaching staff proficient in using both languages for academic instruction (though L1 used much less) • Teachers trained in second language methodology and teaching content in a second language (often sheltered instructional strategies).

INSTRUCTIONAL MODEL	DEFINITIONS AND CHARACTERISTICS	WHEN APPROPRIATE	ELEMENTS OF SUCCESSFUL IMPLEMENTATION
Integrated TBE	<ul style="list-style-type: none"> Goals are English Language Development and partial bilingualism Targets minority students within majority classroom Allows teachers and students to use native language in mainstream classrooms 	<ul style="list-style-type: none"> When there are significant numbers of students with same language background, but not necessarily enough for a whole class Bilingual teachers and/or assistants, who are available and trained, share a classroom with a monolingual-English teacher. 	<ul style="list-style-type: none"> Some teaching is done in both the primary language of the bilingual students and English Teachers and languages have equal status
Dual language Immersion (aka two-way bilingual)	<ul style="list-style-type: none"> Goal is to develop strong skills and proficiency in students' first language and a second language About half the students are native speakers of English and half are English-language learners from the same language group Instruction in both languages ("90/10": begins 90% in non-English, 10% English, gradually increasing to 50/50; or "50/50": 50% non-English, 50% English for all students from beginning) 	<ul style="list-style-type: none"> Approximately half the students are native English speakers and half are native speakers of another language Bilingual teachers who are trained to teach learners in both languages 	<ul style="list-style-type: none"> Strong commitment from school, family, and community 'Sheltered instruction' used as students learn content subjects through non-primary language Substantial peer interaction to tap student's language resources Program continues after elementary school
Immersion Education:			
ELD (English Language Development)/ESL (English as a Second Language) Pull-Out	<ul style="list-style-type: none"> Goal is fluency in English Programs targeted to ELLs Students integrated in mainstream, English-only classroom in other subjects with no special assistance <u>ESL</u>: Students pulled-out for instruction aimed at developing English grammar, vocabulary, and communication skills, not academic content <u>Content-ESL</u>: Augmented ESL which includes academic content, vocabulary, and beginning concepts 	<ul style="list-style-type: none"> Diverse population of language minority students (many different languages). Trained ESL resource teacher(s) available Students have varying levels of English, but usually at beginning-level proficiency 	<ul style="list-style-type: none"> In content-ESL students grouped around grade levels, not English proficiency Appropriately trained ESL teachers
Structured Immersion	<ul style="list-style-type: none"> Goal is fluency in English All students in program are English Language Learners Content instruction in English with adjustment to proficiency level so subject matter is comprehensible (such as sheltered English instructional methods) Typically no native language support or development 	<ul style="list-style-type: none"> Sizable group of ELLs who speak the same language and are in the same grade; or: Diverse population of language minority students (many different languages) 	<ul style="list-style-type: none"> Teachers use sheltered instructional techniques to meet needs of ELLs Teachers have strong receptive skills in students' primary language

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Submersion with Primary Language Support	<ul style="list-style-type: none"> • Goal is fluency in English • Targeted to minority language student within the majority-English language classroom • Uses primary language to support English language content instruction; develops very limited literacy skills in primary language • Bilingual teachers tutor small groups of students by reviewing particular lessons covered in mainstream classes, using students' primary language. 	<ul style="list-style-type: none"> • Few students in each grade level who are English language learners 	<ul style="list-style-type: none"> • Bilingual teachers and/or aides available
Canadian French Immersion	<ul style="list-style-type: none"> • Goal is fluency in French (L2) and English (L1) (bilingualism) • Target population is language-majority students learning minority language (no language-minority peers in class) • Immerses students in second language for first 2 years using sheltered language instruction, then introduces English (L1) • Late immersion model provides intensive instruction in L2 in the fifth, sixth, or seventh grades 	<ul style="list-style-type: none"> • All students native speakers of majority language, which is highly valued inside and outside of school 	<ul style="list-style-type: none"> • Strong family support to learn L2 • Teachers use sheltered instructional strategies to facilitate comprehension in L2
Indigenous Language Immersion (e.g. Navajo)	<ul style="list-style-type: none"> • Goal is bilingualism • Supports endangered minority language (in which students may have weak receptive and no productive skills) • Develops academic skills in native language and culture as well as English language and mainstream culture (Bilingual/Bicultural) • In some programs, students come to school knowing some oral native language, others focus on language revitalization 	<ul style="list-style-type: none"> • Students and school identify with cultural and linguistic heritage • Teachers are fluent in both languages • Community desires and supports immersion program 	<ul style="list-style-type: none"> • High quality materials in both languages • Use of sheltered English instruction • Program shaped and modeled by native bilingual teachers • Program is socially, linguistically, and cognitively compatible with native culture and community context • Whole school program

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