

TABLE 7.3

Bilingual Instructional Approaches

INSTRUCTIONAL METHOD	AIM	LANGUAGE OF INSTRUCTION
Transitional bilingual education	To ensure that English language learners do not fall behind academically by initially teaching school subjects in their native language.	<p>Content instruction in native language; English as a Second Language instruction.</p> <p>Once proficient, students transitioned to content instruction in English, usually around Grades 3 through 5.</p>
English immersion	To make English language learners fluent in English as soon as possible.	<p>All instruction in English in classes with native English-speaking peers.</p> <p>Generally no modifications in instruction or materials.</p>
Structured English immersion	To facilitate a rapid transition to English language instruction.	<p>All instruction in English in classes separate from native English speakers typically for one year.</p> <p>Curricula and teaching methods designed to accommodate students who are learning the language.</p> <p>Minimal use of native language.</p> <p>Once “reasonably proficient” in English, students transitioned into classes conducted in English with native English-speaking peers.</p>
Two-way immersion	To facilitate acquisition of two languages in English language learners and native English-speaking students.	<p>Instruction in English and a non-English language for native English speakers and students who speak a non-English language (e.g., Spanish).</p> <p>Instruction and classwork in both languages, with the non-English language used at least 50% of the time.</p> <p>Only one language used, without translation, during periods of instruction.</p>

SOURCES: Kim, Hutchison, & Winsler, 2015; Kogan, 2001; Lessow-Hurley, 2000; Lindholm-Leary, 2004–2005.