

Insights

INSTRUCTIONAL OPTIONS FOR STUDENTS WHO ARE BILINGUAL



Approach	Strategies
1. Transitional programs	Students are instructed in academic content areas via their native language only until they are sufficiently competent in English, then transition to all-English classes. Primary goal of this program is to move students as quickly as possible to English-only classes. Many students exit after two to three years of instruction. Most common instructional model; bilingual education legislation favors this approach.
2. Maintenance (developmental) programs	Strong native language emphasis. Pupils maintain proficiency in first language while receiving instruction in English. A long-term approach with less emphasis on leaving program. Solid academic foundation is stressed.
3. Enrichment programs	Typically used with monolingual children, who are introduced to new language and culture.
4. Immersion programs	English language is the exclusive medium of instruction; first language and culture are not incorporated. A “sink or swim” philosophy.
5. English as a second language (ESL) programs	Not a true form of bilingual education. Children typically receive instruction in English outside the regular classroom. Goal is to quickly develop English proficiency in bilingual students. Exclusive emphasis on English for teaching and learning; native language not used in instruction. An assimilationist model with multiple variations.
6. Sheltered English	Students receive instruction in academic subjects exclusively in English; no effort is made to maintain or develop proficiency in first language. English instruction is continually monitored and modified to ensure pupil's comprehension. Simultaneous exposure to English language and subject content matter. Pupils who are culturally and linguistically diverse and disabled present unique challenges for teachers.