

TABLE 3.1. Types of Educational Programs for Emergent Bilinguals

<i>PROGRAM</i>	<i>LANGUAGE USED IN INSTRUCTION</i>	<i>COMPONENTS</i>	<i>DURATION</i>	<i>GOALS</i>
Submersion (Sink or Swim)	100% English	Mainstream education; no special help with English; no qualified teachers	Throughout K–12 schooling	Linguistic assimilation (shift to English only)
ESL Pull Out (Submersion plus ESL)	90–100% in English; may include some home language support or not	Mainstream education; students pulled out for 30–45 minutes of ESL daily. Teachers certified in ESL	As needed	Linguistic assimilation; remedial English
ESL Push-in	90–100% in English; may include some home language support or not	Mainstream education; ESL teacher works alongside the subject teacher as needed. Teachers certified in ESL	As needed	Linguistic assimilation; remedial education within mainstream classroom
Structured Immersion (Sheltered English, Content-based ESL)	90–100% English; may include some home language support or not	Subject matter instruction at students' level of English; students grouped for instruction. Teachers certified in ESL, should have some training in immersion	1–3 years	Linguistic assimilation; exit to mainstream education
Transitional Bilingual Education (Early-Exit Bilingual Education)	90–50% home language initially; gradually decreasing to 10% or less	Initial literacy usually in home language; some subject instruction in home language; ESL and subject matter instruction at students' level of English; sheltered English subject instruction. Teachers certified in bilingual education	1–3 years; students exit as they become proficient in English	Linguistic assimilation; English acquisition without falling behind academically
Developmental Bilingual Education (Late-Exit Bilingual Education)	90% home language initially; gradually decreasing to 50% or less by grade 4 <i>or</i> 50/50 from beginning	Initial literacy in home language; some subject instruction in home language; ESL initially and subject matter instruction at students' level of English; teachers certified in bilingual education	5–6 years	Bilingualism and biliteracy; academic achievement in English
Two-Way Bilingual Education (Two-Way Dual Language, Two-Way Immersion, Dual Immersion, Dual Language)	90/10 model: 90% language other than English, 10% English; 50/50 model: parity of both languages	English speakers and speakers of a LOTE taught literacy and subjects in both languages; peer tutoring. Teachers certified in bilingual education	5–6 years, usually at the elementary level	Bilingualism and biliteracy, academic achievement in English
Dynamic Bi/Plurilingual Education	English and students' home languages in dynamic relationship; students are the locus of control for language used; peer-teaching.	Teacher-led activities in English, coupled with collaborative project-based student learning using home and hybrid language practices	4–6 years, usually at the high school level and especially for newcomers	Bilingualism, academic achievement in English