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<b>Characteristics of the Major Program Models for LEP Students</b>						
<b>Linguistic Goal of Program</b>	<b>Typical Program Names</b>	<b>Native Language(s) of Students</b>	<b>Language(s) of Instruction</b>	<b>Language of Content Instruction</b>	<b>Language Arts Instruction</b>	
Focus on developing literacy in two languages: Bilingualism	Two-way Bilingual Education	Ideally, 50% English-speaking and 50% LEP students who share the same native language <sup>1</sup>	Both English & LEP students' native language (NL), usually throughout elementary school	English & NL; typically begins with less English and moves to 50% of curriculum in each language	English & native language	
	Bilingual Immersion					
	Dual Language Immersion <sup>2</sup>					
	Two-way Immersion					
	Developmental Bilingual Education	Late-exit	All students speak same native language	Both English & students' native language	English & NL; more NL at lower grade levels, transitioning to all English	English & native language <sup>3</sup>
		Maintenance Education				
		Heritage language				
	Indigenous language program	All students speak same native language <sup>4</sup>	Both English & students' native language	English & native language	English & native language	
Focus on English acquisition; rapid transfer to English-only classrooms	Early-exit	All students speak same native language	Both English & students' native language	First, both languages, with quick progression to all or most instruction through English	English; native language skills developed only to assist in transition to English	
	Transitional bilingual education					
Focus on developing literacy in English	Sheltered English	Students can share the same NL or be from different language & cultural backgrounds	English adapted to students' proficiency level, & supplemented by gestures, visual aids, manipulatives, etc.	English	English	
	Specially Designed Academic Instruction in English (SDAIE)					
	Content-based English as a Second language (ESL)					
	Sheltered Instructional Observation Protocol (SIOP)					
	Structured English Immersion (SEI)	Only ELL students in class, preferably from 1 NL	All instruction in English, adapted to students' proficiency levels	English, but teachers should have receptive skills in students' NL	English	
	English language development (ELD)	Students can share the same NL or be from different language backgrounds; generally no support for NL	English	English adapted to students' proficiency level & supplemented by gestures & visual aids	English; students leave their English-only classroom to spend part of the day receiving ESL instruction often focused on grammar, vocabulary, & communication skills (no content) <sup>5</sup>	
	ESL Pull-out					
ESL Push-in	Students can share the same NL or be from different language backgrounds	English; students are served in mainstream classroom	English; ESL teacher or instructional aide provides clarification, translation if needed	English		

<sup>1</sup>The following percentages of students are considered to be minimal: 33% monolingual English speakers, 33% LEP who share the same native language, and 33% English speakers who share the language/cultural background of the LEP students but who

have minimal skills in that language.

<sup>2</sup>When described as “dual language” (as opposed to “dual language immersion”), may refer to students from one language group developing full literacy skills in two languages – their native language and English.

<sup>3</sup>Differences among these 3 programs focus on the degree of literacy students develop in their native language, with DBE generally resulting in greater skills and maintenance in lesser skills.

<sup>4</sup>Heritage language programs typically target students who are non-English speakers or who have weak literacy skills in their native language (e.g., Latino/a students who have weak skills in Spanish); indigenous language programs support endangered minority languages in which students may have weak receptive and no productive skills – both programs often serve American Indian students.

<sup>5</sup>In the pull-out setting, students with similar English language skills may be grouped with students of all ages and grade levels.

## References

- DiCerbo, P.A. (2001). Common practices for uncommon learners. In *Framing Effective Practice* (p. 3-12). Washington, DC: National Clearinghouse for Bilingual Education. Available: <http://www.ncela.gwu.edu/pubs/tasynthesis/framing/>
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