

## Basic English Learner Program Models

Program model labels suggest much clearer distinctions than exist in actual practice in schools and classrooms across the country (e.g. by classroom population). In practice, there is considerable overlap, blurring, and blending, with different researchers and proponents defining labels as best they can or as they prefer.

Models	Language Goals	Target Population	Classroom Population*	Language Used to Teach	
				Literacy	Subject Matter
<b>Bilingual Education</b>					
<b>TBE</b> Early-Exit Transitional	ELD	English Learners	Segregated or integrated	L1 literacy first, rapid shift to English; program is 2-4 years.	Some degree of instruction in L1, rapid shift to English.
<b>DBE</b> Late-Exit Transitional, Developmental or Maintenance	ELD, and partial to full biliteracy.	English Learners	Segregated or integrated	L1 literacy first, then gradual shift to English; program is 4-7 years. <u>Maintenance</u> : Continues L1 Lang. Arts through middle grades.	Most subjects initially in L1 with ELD; gradually to all subjects in English. Maintenance programs emphasize bilingual/bicultural proficiency
<b>DLI</b> Dual Language Immersion	ELD and biliteracy	English Learners and non-ELs	Integrated	Minority language first for each group, or L1 and L2 for both.	All subjects in L1 and L2 distributed over the grades. Distribution varies by program (90:10, 70:30, 50:50).
<b>English Medium Education</b>					
<b>ELD</b> English language development pull-out	ELD	English Learners	Mostly integrated	In English; specified period for development of English-language skills. Grammar- and Communication-based ESL.	All subjects in English, not differentiated for ELs. Content-based ESL in some programs. <i>Minimum program required for ELs who otherwise perform adequately in content instruction.</i>
<b>SEI</b> Structured English Immersion	ELD	English Learners	Segregated or partially integrated	In English (some limited L1)	All subjects via Sheltered English (SDAIE) with substantial support in L1. <i>SEI is first phase for students without reasonable fluency..</i>
<b>ELM</b> English Language Mainstream	ELD	English Learners	Integrated	English literacy. Differentiated ELD within language arts classes.	All subjects in English. Sheltered English (SDAIE) in subjects, as needed. Limited L1 support. <i>“Mainstream” instruction tailored for the needs of ELs. ELM is for ELs with reasonable fluency</i>
<b>Submersion</b>	ELD	English Learners	Integrated	English literacy. No specific ELD instruction.	All subjects in English, not differentiated for ELs. <i>Not allowed, per state or federal law.</i>

ADAPTED from: Linqanti, 1999. Sources: Brisk, 1998; August and Hakuta, 1997; Parrish et al., 2006

\* Classroom population = language-minority or –majority together or separated. Language minority students in California include English learners (ELs) as well as fluent English proficient (IFEP [initially-FEP] or RFEP, [reclassified-FEP]) students.

These program models are described from the perspective of English learners. Goals for ELs also include full academic proficiency, and sometimes explicit cultural proficiency goals as well. The DBE and DLI programs adjust to the needs of RFEP students, who continue participation.