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| **English Immersion: teaching English learners only in English (part of English-only movement)** | | | | | | | |
| **submersion** | No special accommodations for English language learners | | | | | | 12% |
|  | Entire student career | Immigrants/language minorities | English | monolingualism | No extra costs | English | 48% |
| **Sheltered English immersion** | Students are separated out from native English speakers and taught part of the curriculum (and not just English) in a simplified version of English, with increased non-verbal communication (visual aids, gestures), simple syntax, repetitions, summaries, slow, and frequent checks for understanding. Special curriculum materials are developed. | | | | | |
|  | Usually one year, sometimes more | immigrants/language minorities | English | monolingualism | Additional costs intermediate | English |
| **Pull-out ESL classes** | Students taken out of mainstream English-only classes for 4-hour pull-out sessions for intensive English instruction. | | | | | |
|  | Usually one year, sometimes more | immigrants/language minorities | English | monolingualism | Least cost-effective | English |
| **Plug-in ESL teachers** | English teachers show up in mainstream classrooms to help English learners along | | | | | |
|  | Usually one year, sometimes more | immigrants/language minorities | English | monolingualism | Additional costs intermediate | English |
| **Bilingual Education: teaching English learners in both native language and in English** | | | | | | | |
| **Transitional bilingual education model** | Students are separated out and temporarily allowed to use their home language until they are thought to be proficient enough in the majority language to cope in mainstream education. Includes late-exit (5 years or more) and early exit (2 years max; often only one year). | | | | | | 40% |
|  | 1-6 years | immigrants/language minorities | Minority language (may be 90% in first year, then transitioned to less in subsequent years) and English | Relative monolingualism | Additional costs intermediate | bilingual |
| **Dual-language model** | English learners and native English speakers are educated together. They spend half the day learning in Spanish and half in English. Includes much hands-on learning in early years and positive interdependence among students. | | | | | |
|  | Minimum 6 years | Immigrant and native English speakers | Minority language and English in a 50=50 ratio | Development and maintenance of bilinqualism for both English learners and English native speakers | Most cost effective | bilingual |
|  |  |  |  |  |  |  |  |
|  | **lasts↑** | **Typical type of child↑** | **Language of classroom↑** | **Aim of language outcome↑** | **Cost-effectiveness↑** | **Teachercompe-tency↑** |  |