

Four Classroom Models

Adapted from: Wink, J., Bender, C., Bravo, I., Putney, L., Reberg, R., & Whitehead, S. (1995). California: A picture of diverse language groups and ESL/Bilingual programs. *The Bilingual Research Journal*, 19(3&4), 641-659.

Model One



Fully credentialed bilingual instructor with parallel materials in two languages

Primary language instruction, sheltered content, and ESL/SSL* is combined in an interactive classroom setting

Bilingual paraprofessionals interact with classroom teachers

Maintenance Bilingual Education or Dual Language Immersion

ADDITIVE

Model Two



Bilingual instructor with background in second language acquisition with some bilingual materials

Bilingual paraprofessionals are provided

ESL and Sheltered Content Instruction

Primary language content instruction takes place in classroom

Model Three



Monolingual instructor with background in second language acquisition, few bilingual materials available

No bilingual paraprofessionals are provided

Sheltered Content Instruction (SDAIE)

Pullout programs

Model Four



Monolingual instructor with no background in second language acquisition, no bilingual materials

No bilingual paraprofessionals in classroom

English-only instruction

Students are served by compensatory models of education

*in this case the example of other language development is Spanish; substitute whatever language is appropriate for your classroom **SUBTRACTIVE**