Methods of Instruction!

Determining which Method of Instruction to use can sometimes be difficult, because there are many different instructional methods which may be used. Each method has certain advantages and disadvantages, some are more suited for certain kinds of instruction than others. Each of the different methods require greater or lesser participation by students. One method, or perhaps a combination of methods, is usually most appropriate for most subject matter and objectives.

Based on your subject matter, you will need to determine which instructional method's will best showcase the information you will be teaching.

**Instructor-led method:**
This is the most common used method of instruction, where the instructor becomes the sole disseminator of information. The Instructor presents information to the student systematically in this method. This approach is consider the best method to use because the instructor interfaces with the students by presenting segments of instruction, questions the students frequently, and provides periodic summaries or logical points of development.

**Lecturer method:**
The lecture method is also a widely used method of instruction, with this method the lecture becomes the sole disseminator of information. Interaction with the students is often limited by the lectures when presenting segments of instruction, questions the students frequently have only the choice of listening to what is being presented.

**Demonstration method:**
The Demonstration method is one where the student observes the portrayal of a procedure, technique, or operation. The demonstration method shows how to do something or how something works.

**Practical Exercise:**
A practical exercise (PE) may take many forms. Basically, it is a method of training in which the student actively participates, either individually or as a team member. He or she does this by applying previously learned knowledge or skills. All students actively participate although they may work at their own rate. Students may or may not be required to follow a set sequence. The various forms of the PE are explained in detail below:

**Controlled PE:**
The controlled PE is a form of PE where the student is guided, step-by-step through a procedure, technique or operation. It is characterized by two things: (1) Students participate as a class, (2) they are guided through a set sequence, and students generally complete each step and are checked by the instructor prior to continuing to the next step. A mistake is corrected before the student is allowed to proceed to the next step.

**Practice Method:**
Students (alone or as part of a team effort) repeatedly perform previously learned actions, sequences, operations, or procedures.
METHODS OF INSTRUCTION
IV(2) Instructional Programs and Educational Approaches for LEP Students

Case Study or Team Practice:
The student performs as a member of a group to solve a textbook problem with a team solution or practice completing a sequenced task.

Coach and Pupil:
In this method, the student performs individually while being observed by the coach. The coach’s responsibility is to ensure that the student performs the action or process correctly. When the student then completes a given task, he assumes the role of the coach and the coach becomes the pupil.

Independent:
The student independently applies prior skills or knowledge gained in either an actual or training situation. He practices by himself although he may ask for instructor advice if necessary.

RESOURCES
http://www.sasked.gov.sk.ca/docs/policy/approach/instrapp03.html
http://edtech.tennessee.edu/~bobannon/in_strategies.html
### Descriptive Summary of Instructional/Program Alternatives

<table>
<thead>
<tr>
<th></th>
<th><strong>SHELTERED INSTRUCTION IN ENGLISH</strong></th>
<th><strong>NEWCOMER PROGRAMS</strong></th>
<th><strong>TRANSITIONAL BILINGUAL</strong></th>
<th><strong>DEVELOPMENTAL BILINGUAL</strong></th>
<th><strong>SL/FL IMMERSION</strong></th>
<th><strong>TWO-WAY IMMERSION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Goals</strong></td>
<td>Academic English proficiency</td>
<td>English proficiency</td>
<td>Transition to all-English instruction</td>
<td>Bilingualism</td>
<td>Bilingualism</td>
<td>Bilingualism</td>
</tr>
<tr>
<td><strong>Cultural Goals</strong></td>
<td>Understanding of and integration into mainstream American culture</td>
<td>Understanding of and integration into mainstream American culture</td>
<td>Integration into mainstream American culture and maintenance of home/heritage culture</td>
<td>Understanding and appreciation of L2 culture and maintenance of home/mainstream American culture</td>
<td>Maintenance of integration into mainstream American culture and appreciation of other culture</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Goals</strong></td>
<td>Same as district/program goals for all students</td>
<td>Same as district/program goals for all students</td>
<td>Same as district/program goals for all students</td>
<td>Same as district/program goals for all students</td>
<td>Same as district/program goals for all students</td>
<td></td>
</tr>
<tr>
<td><strong>Student Characteristics</strong></td>
<td>Limited or no English; Some programs mix native and non-native English speakers</td>
<td>Limited or no English; Low-level literacy; Recent arrivals; Variety of language/cultural backgrounds</td>
<td>Limited or no English; All students have some L1; Variety of cultural backgrounds</td>
<td>Limited or no English; All students have some L1; Variety of cultural backgrounds</td>
<td>Speak majority language (English in U.S.); May or may not be from majority culture</td>
<td>Native English speakers and students with limited or no English; Variety of cultural backgrounds</td>
</tr>
<tr>
<td><strong>Grades Served</strong></td>
<td>All grades (during transition to English)</td>
<td>K-12; most prevalent at middle/high school levels</td>
<td>Primary and elementary grades</td>
<td>Elementary grades</td>
<td>Early immersion serves K-8, preferably K-12</td>
<td>K-3, preferably K-12</td>
</tr>
<tr>
<td><strong>Entry Grades</strong></td>
<td>Any grade</td>
<td>Most students enter in middle or high school</td>
<td>K, 1, 2</td>
<td>K, 1, 2</td>
<td>K, 1</td>
<td>K, 1</td>
</tr>
<tr>
<td><strong>Length of Student Participation</strong></td>
<td>Varied; 1-3 years or as needed</td>
<td>Usually 1-3 semesters</td>
<td>2-4 years</td>
<td>Usually 6 years (+K), preferably 12 years (+K)</td>
<td>Usually 6 years (+K), preferably 12 years (+K)</td>
<td>Usually 6 years (+K), preferably 12 years (+K)</td>
</tr>
<tr>
<td><strong>Participation of Mainstream Teachers</strong></td>
<td>Yes; preferable if mainstream teachers have SI training</td>
<td>Yes; mainstream teachers must have training in SI</td>
<td>Yes; mainstream teachers must have training in SI</td>
<td>No; stand-alone program with its own specially trained teachers</td>
<td>Yes; mainstream teachers teach English curriculum</td>
<td>Yes; mainstream teachers with special training</td>
</tr>
<tr>
<td><strong>Teacher Qualifications</strong></td>
<td>Often certified ESL or bilingual teachers and content teachers with SI training; Preferably bilingual</td>
<td>Regular certification; Training in SI; Preferably bilingual</td>
<td>Bilingual certificate</td>
<td>Bilingual-multicultural certificate; Bilingual proficiency</td>
<td>Regular certification; Training in immersion pedagogy; Bilingual proficiency</td>
<td>Bilingual/immersion certification; Bilingual proficiency; Multicultural training</td>
</tr>
<tr>
<td><strong>Instructional Materials, Texts, Visual Aids</strong></td>
<td>In English with adaptations; visuals; reading culturally appropriate</td>
<td>In L1 or in English with adaptations</td>
<td>In L1 and English; English materials adapted to students’ proficiency levels</td>
<td>In L1 and English; English materials adapted to students’ proficiency levels</td>
<td>In L2 (with adaptations as needed), plus English texts, where appropriate</td>
<td>In minority language and English, as required by curriculum of study</td>
</tr>
</tbody>
</table>

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From: *Program Alternatives for Linguistically Diverse Students*. Fred Genesee, McGill University, Editor (1999)
**Types of Instructional Program Models**

by Robert Linquanti

**DEFINITIONS AND CHARACTERISTICS:** The linguistic goal of the program (English language development or bilingualism); the target population of the program; the duration of the program (when specified); and other outstanding characteristics.

**WHEN APPROPRIATE:** Considers district or school demographics; student characteristics; and resources (Rennie, 1993).

**ELEMENTS OF SUCCESSFUL IMPLEMENTATION:** All models presuppose support from family, community, and school administration; well-trained teachers with experience in first and second language pedagogy; and appropriate, well-designed teaching materials.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL MODEL</th>
<th>DEFINITIONS AND CHARACTERISTICS</th>
<th>WHEN APPROPRIATE</th>
<th>ELEMENTS OF SUCCESSFUL IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bilingual Education:</strong></td>
<td>Goal is to develop English skills without sacrificing or delaying learning of academic core and develop English fluency to successfully move students to mainstream classrooms Students are ELL and from same language background Some content instruction in native language, transition to English as rapidly as possible Usually transition to mainstream in 2-to-3-years</td>
<td>Sizable group of ELLs who speak the same language and are in the same grade Limited number of bilingual teachers available to teach in the higher grades</td>
<td>Includes some content instruction in English and builds competency in oral and written academic English Develops literacy in the primary language as foundation for English reading Often uses sheltered instructional strategies</td>
</tr>
<tr>
<td><strong>Early-Exit Transitional</strong></td>
<td>Goal is to develop English skills without sacrificing or delaying learning of academic core and develop English fluency to successfully move students to mainstream classrooms Students are ELL and from same language background Some content instruction in native language, transition to English as rapidly as possible Usually transition to mainstream in 2-to-3-years</td>
<td>Sizable group of ELLs who speak the same language and are in the same grade Limited number of bilingual teachers available to teach in the higher grades</td>
<td>Includes some content instruction in English and builds competency in oral and written academic English Develops literacy in the primary language as foundation for English reading Often uses sheltered instructional strategies</td>
</tr>
<tr>
<td><strong>Late-Exit Transitional/Developmental or Maintenance</strong></td>
<td>Goal is to develop academic proficiency in English and students' first language Transitional programs: generally place less emphasis on developing students' first language and more emphasis on the first language as a bridge to English language development. Developmental programs: generally place equal emphasis on developing and maintaining students' primary language and academic English proficiency. Students are ELL and from same language background. Significant amount of instruction in native language while continuing to increase instruction in English (4-6 years)</td>
<td>Sizable group of ELLs who speak the same language and are in the same grade Bilingual teachers available to teach in the higher elementary (or later) grades Interest and support from language-minority community in maintaining primary language, learning English, and achieving academically in both languages</td>
<td>Includes some content instruction in English and builds competency in oral and written academic English Develops literacy in the primary language as foundation for English reading Often uses sheltered instructional strategies</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Goal is English language development</td>
<td>Sizable group of ELLs who speak the same language and are in the same grade Limited number of bilingual teachers available to teach in the higher grades</td>
<td>Includes some content instruction in English and builds competency in oral and written academic English Develops literacy in the primary language as foundation for English reading Often uses sheltered instructional strategies</td>
</tr>
</tbody>
</table>
### Access to Core Content
#### IV(5) Instructional Programs and Educational Approaches for LEP Students

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immersion</strong></td>
<td>Students are ELL and from the same language background. Most instruction in English; first hour of the day, teachers teach primary language literacy and explain concepts in students’ primary language. Sheltered English for all subjects. Students may use primary language even when instructed in English. Transitional model, usually 2-4 years, then enter mainstream.</td>
</tr>
<tr>
<td></td>
<td>speak the same language and are in the same grade. Limited number of bilingual teachers available to teach in the higher grades.</td>
</tr>
<tr>
<td></td>
<td>proficient in using both languages for academic instruction (though L1 used much less). Teachers trained in second language methodology and teaching content in a second language (often sheltered instructional strategies).</td>
</tr>
</tbody>
</table>
Access to Core Content
IV(5) Instructional Programs and Educational Approaches for LEP Students
<table>
<thead>
<tr>
<th>INSTRUCTIONAL MODEL</th>
<th>DEFINITIONS AND CHARACTERISTICS</th>
<th>WHEN APPROPRIATE</th>
<th>ELEMENTS OF SUCCESSFUL IMPLEMENTATION</th>
</tr>
</thead>
</table>
| Integrated TBE                     | Goals are English Language Development and partial bilingualism  
Targets minority students within majority classroom  
Allows teachers and students to use native language in mainstream classrooms                                                                                                                                                           | When there are significant numbers of students with same language background, but not necessarily enough for a whole class  
Bilingual teachers and/or assistants, who are available and trained, share a classroom with a monolingual-English teacher.                                                                 | Some teaching is done in both the primary language of the bilingual students and English  
Teachers and languages have equal status                                                                                                                                                                                         |
| Dual language Immersion (aka two-way bilingual) | Goal is to develop strong skills and proficiency in students’ first language and a second language  
About half the students are native speakers of English and half are English-language learners from the same language group  
Instruction in both languages (“90/10”: begins 90% in non-English, 10% English, gradually increasing to 50/50; or “50/50”: 50% non-English, 50% English for all students from beginning) | Approximately half the students are native English speakers and half are native speakers of another language  
Bilingual teachers who are trained to teach learners in both languages                                                                                                              | Strong commitment from school, family, and community  
‘Sheltered instruction’ used as students learn content subjects through non-primary language  
Substantial peer interaction to tap student’s language resources  
Program continues after elementary school                                                                                                                                                                                    |
| ELD (English Language Development)/ESL (English as a Second Language) Pull-Out | Goal is fluency in English  
Programs targeted to ELLs  
Students integrated in mainstream, English-only classroom in other subjects with no special assistance  
ESL: Students pulled-out for instruction aimed at developing English grammar, vocabulary, and communication skills, not academic content  
Content-ESL: Augmented ESL which includes academic content, vocabulary, and beginning concepts | Diverse population of language minority students (many different languages).  
Trained ESL resource teacher(s) available  
Students have varying levels of English, but usually at beginning-level proficiency                                                                                              | In content-ESL students grouped around grade levels, not English proficiency  
Appropriately trained ESL teachers                                                                                                                                                                                                   |
| Structured Immersion               | Goal is fluency in English  
All students in program are English Language Learners  
Content instruction in English with adjustment to proficiency level so subject matter is comprehensible (such as sheltered English instructional methods)  
Typically no native language support or development                                                                                                                        | Sizable group of ELLs who speak the same language and are in the same grade; or:  
Diverse population of language minority students (many different languages)                                                                                                  | Teachers use sheltered instructional techniques to meet needs of ELLs  
Teachers have strong receptive skills in students’ primary language                                                                                                                                                                |
## INSTRUCTIONAL MODEL | DEFINITIONS AND CHARACTERISTICS | WHEN APPROPRIATE | ELEMENTS OF SUCCESSFUL IMPLEMENTATION
--- | --- | --- | ---
**Submersion with Primary Language Support** | Goal is fluency in English Targeted to minority language student within the majority-English language classroom Uses primary language to support English language content instruction; develops very limited literacy skills in primary language Bilingual teachers tutor small groups of students by reviewing particular lessons covered in mainstream classes, using students’ primary language. | Few students in each grade level who are English language learners | Bilingual teachers and/or aides available
**Canadian French Immersion** | Goal is fluency in French (L2) and English (L1) (bilingualism) Target population is language-majority students learning minority language (no language-minority peers in class) Immerses students in second language for first 2 years using sheltered language instruction, then introduces English (L1) Late immersion model provides intensive instruction in L2 in the fifth, sixth, or seventh grades | All students native speakers of majority language, which is highly valued inside and outside of school | Strong family support to learn L2 Teachers use sheltered instructional strategies to facilitate comprehension in L2
**Indigenous Language Immersion (e.g. Navajo)** | Goal is bilingualism Supports endangered minority language (in which students may have weak receptive and no productive skills) Develops academic skills in native language and culture as well as English language and mainstream culture (Bilingual/Bicultural) In some programs, students come to school knowing some oral native language, others focus on language revitalization | Students and school identify with cultural and linguistic heritage Teachers are fluent in both languages Community desires and supports immersion program | High quality materials in both languages Use of sheltered English instruction Program shaped and modeled by native bilingual teachers Program is socially, linguistically, and cognitively compatible with native culture and community context Whole school program

WestEd 1999.  
It is critical to consider several variables that will ultimately influence the type of program most likely to be appropriate and effective in a given situation.

**District or school demographics.** While some districts have a large population of students from a single language background, others have several large groups of students, each representing a different home language. Still others may have small numbers of students from as many as 100 different language backgrounds scattered across grade levels and schools. The total number of language minority students, the number of students from each language background, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of district students (McKeon, 1987).

**Student characteristics.** Some language minority students enter U.S. schools with strong academic preparation in their native language that may equal or surpass that of their grade-level peers in the United States. Others, however, may arrive in this country with little or no school experience. Social, economic, and cultural factors in their home country may have interrupted their schooling—if, indeed, they attended school at all. The needs of these students are clearly much different from those of students with a solid academic background (McKeon, 1987).

**District or school resources.** Districts that have had a significant language minority enrollment for many years will likely have teachers, aides, and administrators trained to work with students who have limited English proficiency. They may be able to draw on a large pool of bilingual personnel in the community to staff bilingual programs. Other districts, faced with a sudden influx of students from one or more unfamiliar language backgrounds, may have to scramble to find qualified teachers or volunteers.

**Material resources** will also influence the type of program that a district or school may be able to provide. Districts with declining enrollments may have classroom space available for magnet programs or ESL (English as a second language) resource centers. Other districts may be so overcrowded they cannot even find a classroom to accommodate ESL pull-out classes (McKeon, 1987).
ESL Program Models

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.

**ESL pull-out** is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.

**ESL class period** is generally used in middle school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

The **ESL resource center** is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

**Characteristics of an Effective Program**

Researchers have identified a number of attributes that are characteristic of effective programs for language minority students.

- Supportive whole-school contexts (Lucas, Henz, & Donato, 1990; Tikunoff et al., 1991).
- High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
- Intensive staff development programs designed to assist ALL teachers (not just ESL or bilingual education teachers) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
- Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
- Organization of the instruction around thematic units (Garcia, 1991).
- Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
- Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
- Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability (Garcia, 1991).
- Involvement of majority and minority parents in formal parent support activities (Garcia, 1991).
Conclusion

The best program organization is one that is tailored to meet the linguistic and affective needs of students; provides language minority students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources.

References


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http://www.cal.org/resources/Digest/rennie01.html