

LEP Instructional Approaches

1. The Natural Approach

In this approach (*Krashen and Terrell, 1983*), students acquire new vocabulary through experiences and associations with the words, as such words are employed in a meaningful context. Extended listening experiences include physical response activities, use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed-by means of choice-making, yes-no questions, and game situations.

2. The Cognitive Academic Language Learning Approach

The Cognitive / Academic Language Learning Approach (CALLA) (*Chamot & O'Malley, 1994*) assists in the transition from a language arts program in which content is made comprehensible through the use of ESOL strategies to the “mainstream” language arts curriculum by teaching students how to handle content area material with success. CALLA can help intermediate and advanced students in understanding and retaining content area material while they are increasing their English language skills.

3. Whole Language Approach

In a Whole Language Approach, linguistic, cognitive, and early literacy skills are developed in an integrated fashion. Instructional strategies for a Whole Language Approach include the four language skills of listening, speaking, reading, and writing (*Goodman, Goodman & Hood, 1989*).

4. Language Experience Approach

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Steps for using the Language Experience Approach in the classroom (*Dixon & Nessel, 1983*).

Step 1: Providing the Experience / Motivation

An experience story is based on an experience the teacher and students share.

Step 2: Facilitation Language Production

Immediately following an experience students need to interact with each other to discuss the experience and what it meant to them.

Step 3: Creating a Personal View Representation

The teacher has the students draw or paint a picture about something interesting about the activity.

Step 4: Retelling Events / Reactions

A volunteer is selected to share his or her picture with the group.

Step 5: Writing Students' Statements

The teacher asks each student a question and records his / her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder.

Step 6: Reading

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7: Writing

As students develop writing skills, they copy the story into their notebooks or on lined paper.

Step 8: Follow Up with Activities

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

5. SIOP Approach

The SIOP model is Sheltered Instruction Observation Protocol. SIOP is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers.