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**“Application of the Sheltered Method of Instruction with a Focus  
on Reading Skill, in the 9th Grade of Basic Education of Semira  
Bayas Educational Center”**

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## ABSTRACT

The primary purpose of this thesis is to improve the reading skill of the 9<sup>th</sup> grade students of Semira Bayas School, by applying the Sheltered Method of Instruction. The specific objectives are to improve the reading comprehension and vocabulary in the context sub-skills, and to measure the students' progress to determine if their reading skill improves. This study contains four chapters, which focus upon: the literature review, the research methodology, the analysis of the data results, and the conclusions and recommendations. This research was conducted at Semira Bayas School in Azogues city during seven weeks. Data for this study was collected through a pre-test, a post-test, and tests after each lesson class. The quantitative method was used to analyze the data. After applying the Sheltered Method of Instruction to improve the reading skill, the data displayed positive results. The post-test scores were higher than the pre-test scores.

**Key Words:** Sheltered Method of Instruction, Reading skill



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A handwritten signature in blue ink, appearing to read 'Patricia González Parra', written over a horizontal line.

María Patricia González Parra

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## INTRODUCTION

The English language has an “International Standard,” and it is used in the Educational field, on the internet, in research, and in scholarly studies (Naved). According to the article "What is the Importance of English Language in This Modern World," the major uses of the English language are communication and work. Since communication is “the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior” (Communication), this study will focus on the reading skill. By developing this skill, students can comprehend, and be informed, about what a text is conveying.

The aim of this research is to improve the reading skill of the 9<sup>th</sup> grade students of Semira Bayas School by applying the Sheltered Method of Instruction. According to the article “Teaching English,” by the British Council, reading and listening are receptive skills, and language learners first acquire these skills in order to advance to the productive skills, speaking and writing. As the ninth-grade students of Semira Bayas School are acquiring the English language, these receptive skills are important to obtain. The students in this study are good at listening, but they show deficiency in their reading skill. They prefer listening to reading. These students obtained lower scores in the reading parts of the different tests that were given to them last school year.

The article *Radical Language* expresses that the more a person reads, the faster speaking and writing skills will occur (Rliberni). This is the principal reason why I chose this skill to do this research.

The greatest difficulties my students face while reading is the lack of vocabulary and comprehension. This trouble was also encountered in a study carried out at Sultan Qaboos University. The aims of this research were to discover “the main reading comprehension problems” (Brashdi 2) in students and the strategies they used for “processing a text and solving their comprehension problems” (Brashdi 2). The results of the data analysis indicated that vocabulary and getting the main idea of a text were the central problems students confront while reading. Also, another study reported that Art and Design students at the University of Tsukuba in Japan had found that comprehension and vocabulary were the most difficult, while reading in English as a foreign language (Barfield). The study at Sultan Qabood University suggested that in the pre-reading, or while

reading stages, a great deal of exercises should be practiced (Brashdi 2). Moreover, the research at the University of Tsukuba advised that a variety of reading skills and “vocabulary learning strategies” needed to be applied in order to achieve success (Barfield). For this reason, the Sheltered Method of Instruction was chosen to improve my students’ reading skill. This method contains a variety of strategies such as visuals, hands-on activities, guarded vocabulary, and cooperative learning (Herrera and Murry 253) to improve the reading skill. This method is a part of the Communicative Approach “which emphasizes the need for student interaction opportunities” (Herrera and Murry 172). In this Approach, the student is the center of the teaching and learning process; it places strong emphasis on communication as used in real life situations (Herrera and Murry 175). The Sheltered Method of Instruction is one Communicative Method. This method is “a combination of philosophies, strategies, and techniques that appropriately recognize the multifaceted challenges that culturally and linguistically diverse (CLD) students confront” (Herrera and Murry 251).

The proficiency of the reading skill will depend on the activities that the teacher selects for the class (Ministerio de Educación del Ecuador). Taking into account this advice, this study will apply the Sheltered Method of Instruction to improve the reading with comprehension skill of the 9th grade students of Semira Bayas School.

Two specific objectives were set: (1) to improve the reading comprehension and vocabulary in the context sub-skill; and (2) to measure the progress of learners to determine if their reading skill improved. According to the National English Curriculum Specifications, A1.1, students should understand simple informational readings such as labels, messages, invitations, ads, postcards, and catalogs. Also, the readings must be simple and according to the students’ level (Ministerio de Educación del Ecuador). Harmer expresses that reading provokes some evident effects on students, such as “knowledge of vocabulary, spelling, grammar, and even punctuation” (qtd. in Ministerio de Educación del Ecuador).

This research paper is structured in the following way:

CHAPTER I is about reviewing the literature: It consists of some parts such as Krashen’s theory; Vygotsky’s sociocultural theory; what the “communication approach” and the “Sheltered Method of Instruction” mean; the SIOP model and its components (such as preparation, building background, comprehensible input,



learning strategies, interaction, practice, and application). Also, lesson delivery, review and assessment, reading skill, reading process, and reading strategies are covered.

CHAPTER II is about the research methodology used. This includes data collection and the strategies used to develop the reading skill.

The analysis of data results are analyzed in CHAPTER III. The descriptive and inferential statistics are used. The last chapter, CHAPTER IV, presents conclusions, recommendations, and limitations.

## CHAPTER 1: LITERATURE REVIEW

### 1.1 Krashen's Theory

In order to understand what the Sheltered Method of Instruction is, this chapter examines Krashen's theory of Second Language Acquisition which is based on the function of the language and not the form (Lightbown and Spada 36, 38). Also, Vygotsky's sociocultural theory is referred to. This theory states that in the interaction the learning process takes place (Mitchell and Myles 193). In addition, this chapter states the difference between what an approach, a method, and a technique, are. The Communicative Approach is studied, and the methods included in this approach. Finally, the Sheltered Method of Instruction is analyzed in depth.

What does it mean when we say a person "acquires" a second language? What does it mean when we say a person "learns" a second language? According to David E. Freeman and Yvonne S. Freeman, there are the "traditional" and "modern" points of view regarding the most effective way of gaining the ability to communicate in a second language; the way of "behavioral psychology", and the way of "cognitive psychology" (34). Cognitive psychology states that "a second language can be acquired in the same way that a first language is acquired" (34).

A theory of second language acquisition was created by Stephen Krashen. Five hypotheses form this theory: the Learning/Acquisition Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis or Comprehension Hypothesis (qtd. in Weinrich 3), and the Affective Filter Hypothesis (Freeman David and Freeman Yvonne 35-39). Krashen's theory appeared in 1970. At this time, education generally was based on the behavioristic approach. Krashen's ideas focus on the function and not the form of the language (Lightbown and Spada 36, 38).

In the first hypothesis, Krashen makes a distinction between what learning and acquisition mean according to him. As Krashen defines and uses these two terms, "learning is a conscious process that involves studying rules and vocabulary" (Freeman David and Freeman Yvonne 35). It signifies what happens (or what should happen) when students give primary attention to the forms and rules of a second language (Lightbown and Spada 36). On the other hand, "acquisition



occurs as students use language for a variety of purposes.” In addition, it occurs when people interact with native speakers. (Freeman David and Freeman Yvonne 35). That is to say, when there are many instances of the second language, there is a better understanding of the language unconsciously by the students (Lightbown and Spada 36; Ellis 7).

Krashen says that the acquisition of the first and the second language are carried out in a natural order. In English, the vowels are uttered before consonants. The same process takes place in the acquisition of a second language. For example, the plural of nouns is learned first and then (in English) the s of simple present verbs. (Freeman David and Freeman Yvonne 35-36; Lightbown and Spada 37).

The Monitor Hypothesis refers to the function of learning (grammatical rules) to supervise the language production. (Freeman David and Freeman Yvonne 37). The monitor is the “learned system.” That is to say, the grammar and vocabulary parts, and the “acquired system” produces the language (Lightbown and Spada 37; qtd. in Weinrich 5). Both methods (modalities) and ways of learning are necessary. Krashen states that readers can expand their vocabulary (and spelling) from reading alone (qtd. in Weinrich 5). This monitor can have a positive and negative feature. Monitoring in a positive way stands for correcting the most important errors to continue with a conversation effectively. Monitoring in a negative way means that a person endeavors to correct every mistake and speak fluently at the same time. This does not produce smoothly-spoken speech (Freeman David and Freeman Yvonne 38).

According to Krashen the clue for the acquisition of a language is the “input comprehension” (Freeman David and Freeman Yvonne 38). It occurs when people comprehend what they read and hear and receive comprehensible information (qtd. in Weinrich 4). Krashen points out that “students acquire language when they receive input that is slightly beyond their current level...i+1” (Freeman David and Freeman Yvonne 38). “i” is the “level of language already acquired,” and “1” stands for “just a step beyond that level” (Lightbown and Spada 37). However, a comprehensible input is not the only feature required to acquire a language. The affective filter and self-pride are also essential. The affective filter refers to negative feelings such as “nervousness, boredom, and anxiety.” These feelings are an obstacle for learning. When a student’s affective filter is high, she is unable



to acquire the language, but when the student feels comfortable in classes, her acquisition is effective. This is the reason why students learn a language more quickly through songs or games. By doing these activities their affective filter is low and their learning is efficacious (Freeman David and Freeman Yvonne 39-40; Lightbown and Spada 37; qtd. Weinrich 4). Krashen has established two kinds of motivation: “integrative-motivation” and “instrumental motivation”. The first one refers to a “long-term success” (qtd. in Weinrich 4) and the second one to “short term success” (qtd. in Weinrich 4). Other researches such as Swain, Brown, Cambourne, and Van Liers disagree to Krashen. They affirm that the output is also indispensable to acquire a language, because in a class pupils want not only reading or listening, but also speaking or writing. It means the foreign or second language they are learning becomes meaningful when they are taught by both methods, with both approaches (Freeman David and Freeman Yvonne 39; Weinrich 8).

In conclusion, Ellis insists that both input and output are indispensable to acquire a second language. (qtd. in Weinrich 8). As Weinrich points out:

Second language acquisition takes place mostly at school. The teacher, therefore, has to deal with different levels of motivation among the students. If the teacher only provided written input, however, the motivation would eventually suffer, which would result in an obstruction of the acquisition process. In addition, by letting the students talk, they produce comprehensible input for other students from which they can all benefit (12).

## 1.2 Vygotsky: Socio-cultural Theory

The father of the sociocultural theory is Lev Semeonovich Vygotsky.

Vygotsky’s social interactionism, or sociocultural theory, has appeared to be seen as fundamental in the learning-and-teaching field, as have been the behaviorist, humanist and cognitive psychological schools (Williams and Burden 39; Mitchell and Myles 194; Swain, Kinnear, and Steinman). This theory has been described as a “theory about how humans think through the creation and use of mediating tools” (Swain, Kinnear, and Steinman). Lightbown and Spada define it as a theory which “holds that people gain control of and reorganize their cognitive processes during mediation as knowledge is internalized during social activity”

(47). In addition, Rosamond Mitchell and Florence Myles state that the learning process takes place through interaction (193). Swain, Kinnear and Steinman claim that sociocultural theory allows us to comprehend second language acquisition in a better way. Moreover, people's cognitive aspects are modified by a person's physiological, social, and cultural circumstances, and artifacts.

Vygotsky's main idea was that "by means of language that culture is transmitted, thinking develops and learning occurs" (Williams and Burden 40). He also expresses that children build knowledge and meaning by gathering information from the environment (Herrera and Murry 182). Vygotsky defines language and learning clearly. Language and learning are considered "artifacts," "mediated process" or "prime symbolic mediating tool" (Mitchell and Myles 195, 197; Swain, Kinnear and Steinman). He observes that language is a "mechanism for thinking" (qtd. in Herrera and Murry 182) and evolves principally when people interact with others, and a person supports them. Furthermore, he conceives that learning happens "when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD)" (Lightbown and Spada 20, 47).

There are some essential ideas around Vygotsky's sociocultural theory: mediation, scaffolding, zone of proximal development, private speech, and micro genesis. One feature of Vygotskian theory is Mediation. It is the role played by "other significant people in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them" (Williams and Burden 40). The supportive person is known as "mediator" (Williams and Burden 40). According to Vygotsky, people make use of material and symbolic artifacts to interact with others. The first one is "externally oriented" and the second one is "internally oriented" (Swain, Kinnear, and Steinman). These means are objects like tables, chairs, concepts, music, art, languages (qtd. in Mitchell and Myles 194; Swain, Kinnear, and Steinman).

Swain, Kinnear and Steinman related a story about a Chinese girl called Mona. It is about how this person learned English, and what symbolic and material artifacts were used. When Mona was twelve years old, she began learning English at high school, and she didn't learn much. Five years later she was teaching English in a school in the countryside. She used to teach basic English such as "how many pupils." She continued learning English through broadcasts and Chinese television. Actually, Mona didn't master English. She graduated from



college, and began listening to tapes and studying grammar books in order to apply for a job. Furthermore, she took a training course for teachers. Finally, her endeavor for learning another language allowed her to obtain her PhD in an “applied linguistics program” in Canada (Swain, Kinnear and Steinman). Mona affirms that she learned English by herself. According to Swain, Kinnear and Steinman the material tools that Mona utilized were the grammar books, tapes, courses on the radio and TV, her first language, and interaction. She had the opportunity to interact with her father, who knows English, her professors and others English speakers. These meditational means “helped her, in varying degrees and ways, to learn English” (Swain, Kinnear and Steinman). As teachers, we should supply to our students useful tools so that they can solve their problems (Swain, Kinnear and Steinman).

Another feature in Vygotsky’s theory is scaffolding. It takes place when there is collaboration among people. That is, when a person is assisted by others, and after cooperation, the individual acquires an autonomous learning (qtd. in Mitchell and Myles 195, 197). Moreover, it is defined as “a kind of process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts” (qtd. in Swain, Kinnear, and Steinman).

Another characteristic in Vygotsky’s theory is the “zone of proximal development” (Williams and Burden 40; Lightbown and Spada 47; Mitchell and Myles 195). The zone of proximal development is “the difference between what an individual achieves by herself and what she might achieve when assisted” (Swain et al.). That is to say, ZPD is a figurative placement where learning occurs, and it is located between the stage of independent accomplishment and the stage of assisted accomplishment (Lightbown and Spada 47; Mitchell and Myles state 195, 210). Rosamond Mitchell and Florence Myles quote Vygotsky’s definition of ZPD.

The difference between the child’s development level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (196).

In order to elucidate this concept, Mitchell and Myles present an illustration. A secondary schoolgirl, Emily, has to solve a mathematical problem, and she has some previous arithmetical knowledge. Thanks to her friends’ endeavor, Emily comprehends the problem and can solve it. This means that Emily’s learning





occurs in the ZPD, with her friends' support (197). According to Vygotsky "Emily has appropriated the necessary concepts, and should be more capable of regulating her own performance on another similar occasion" (Mitchell and Myles 197).

According to Mytchell and Myles,

Application of the Zone of Proximal Development to SLL assumes that new language knowledge is jointly constructed through collaborative activity, which may or may not involve formal instruction and meta-talk, and is then appropriated by the learner, seen as an active agent in their own development (200).

In socio-cultural theory, private speech is another characteristic. This takes place when people talk to themselves (Swain, Kinnear, and Steinman). According to Vygotsky, they are adjusting their conduct.

For Vygotsky, private speech eventually becomes inner speech, a use of language to regulate internal thought, without any external articulation.

Thus, private speech reflects an advance on the earliest uses of language, which are social and interpersonal (Mitchell and Myles 198).

Private speech is considered a tool to coordinate our thought. In the next example, a girl, Jody, uses her private speech to solve a daily problem (Swain, Kinnear, and Steinman). The book, *Sociocultural Theory in Second Language Education: An Introduction through Narrative*, presents a narrative about a Chinese man who asks a girl, Jody, where the bus is going, using Cantonese. Jody remembers the words, *dong, lam, sei, bach*, which she learned when she was a child. They mean east, south, west, north, and she answers *sei*. At the beginning, she thinks that *sei* means south. While travelling on the bus, she doubts that *sei* is south, and she began repeating a melody about the directions in Cantonese. Moreover, she makes a comparison between the four directions in English and Cantonese. In this way, she realizes that south is not *sei*. Private speech makes Jody reflect on what she told the man, and remember the correct meaning of the word *sei* (Swain, Kinnear, and Steinman).

The socio-cultural theory gives a great importance to the acquisition of concepts through social means or interaction with others. This is the micro genesis. This can be appreciated when Second Language students are learning a



language unit through the support of a second language speaker (Mitchell and Myles 210).

Vygotsky pays special attention to the cooperation among people and the language as a tool (Williams and Burden 42).

### 1.3 Communicative Approach

Socorro G. Herrera and Kevin G. Murry observe that in order to make constructive changes in classrooms; educators should not apply haphazardly an activity or method. First, the teacher should select an appropriate approach in accord with her/his teaching philosophy and way of teaching in a classroom. After that, methodology, strategies, and techniques should be considered (168). Ed Anthony is quoted in *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students book*, and he defines an approach as a theory, method as a kind of program, and technique as the practice in a class (Herrera and Murry 169).

Approach is “the philosophical orientation to instruction that serves as a guide for choosing among methods that are considered to be consistent with the tenets of the theory and research that ground the philosophy” (Herrera and Murry 170). Approach is a “theoretically well informed global understanding of the process of learning and teaching” (Brown 40). Jack Richards and Theodore Rodgers cite Edward Anthony’s definition about approach. “Approach refers to the theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (20). An approach is based on learning and teaching principles (Brown 40).

There are three main “approaches” in Second Language Instruction: the “Grammatical Approach, Communicative Approach, and Cognitive Approach” (Herrera and Murry 167). These three approaches were developed from different human learning and language philosophies. The Grammatical Approach belongs to “deductive language instruction,” which means that students have to utilize grammatical rules previously taught by the teacher. The Communicative Approach and the Cognitive Approach are in the “inductive language instruction.” In these approaches, learners infer a grammatical rule in a text or instances (Herrera and Murry 174; Larsen-Freeman and Anderson 51).



On the other hand, a method is “a body of philosophically grounded and purposively integrated strategies and techniques that constitutes one translation of an approach into professional practice,” that is teaching (Herrera and Murry 170). A method should conform to the selected approach and be an organized plan for teaching. This means there is (or should be) a relationship of consistency between a method and an approach. In addition, a method contains the objectives, the activities, teachers’ and students’ roles, the order of the content, and materials (Brown 17; Richards and Rodgers 19). In other words, it is a complete plan (Richards and Rodgers 19).

Conversely, a strategy is a group of techniques. A strategy is chosen according to the method used by a teacher. Finally, a technique is a particular action or maneuver such as exercises, tasks or activities developed into a class, which are going to be used to develop a strategy. It is possible to use more than one technique with a strategy (Herrera and Murry 172-173; Brown 14-16; Richards and Rodgers 19).

Five hundred years ago, the paramount language in education, business and legal transactions of all kinds, religious and governmental issues was Latin. However, this language vanished gradually, due to politics, and other languages became predominant, such as English, French and Italian. Then Latin transformed in a school subject. The manner it was learned was by studying grammar, translations, and imitating structure patterns. Then in the eighteen century, the European school curriculum was incorporating modern languages, and they were taught in the same manner that Latin was taught (Richards and Rodgers 3- 4). The study of foreign languages resulted in the publication of many books which include primarily grammar and exercises (Richards and Rodgers 5). Later, in the mid-nineteen century, the ability to speak different languages became a necessity for communicating among Europeans. For this reason, “conversation books and phrase books” (Richards and Rodgers 7) were produced.

Some “language teaching specialists” (Richards and Rodgers 8), such as C. Marcel, T. Prendergast, and F. Gouin, realized that a new methodology for learning foreign languages was indispensable in order to use language for communication. This period is known as the “Reform Movement in language teaching” (Richards and Rodgers 8). In this period, the 1880s, the International Phonetic Association and International Phonetic Alphabet were established. These

gave more importance to oral language (Richards and Rodgers 8). Late in the nineteenth century, some language scholars and teachers thought that a new reform should be made to foreign language teaching. Two of these were Viëtor and Sweet. They considered and affirmed some principles. First, oral language comes first and then written language. Oral language is naturally learned first, then written language. Second, Phonetics is essential for language education. Third, vocabulary should be taught and learned in context. Grammar should not be the center of teaching. It should be taught in context. Finally, they confirm that translation from the native language to the foreign language is inadequate for teaching foreign languages; but they conceded that the native language might be used to explain the meaning of vocabulary in the new/foreign language (Richards and Rodgers 10).

In the 1940s and 1950s, the behaviorism theory prevailed in education. However, in the 1960s, the cognitive approach influenced the foreign language learning and teaching process, and the Communicative Language Teaching Approach was born in the 1970s and 1980s from a necessity to use a second or foreign language in daily life, in real situations, for communication. These two approaches together claimed (and still claim) to be teaching the language in a more natural way, with the result that the language will be more effectively taught and learned, and used in a more natural (“native-like”) manner (Herrera and Murry 180-181; Brown 42; Larsen-Freeman and Anderson 115).

This approach belongs to the Social Constructivist theoretical foundation developed by Vygotsky (Herrera and Murry 182). The primary perspective of this approach is “learning language through and for communication” (Herrera and Murry 180). The main purpose of this approach is to employ language in authentic and daily life situations (qtd. in Herrera and Murry 180). According to this perspective, “people are born with the capacity to acquire specific abilities such as language comprehension and production” and “learning occurs as a result of interactions between the environment and the learner’s mind” (Herrera and Murry 181). Vygotsky proposes that the mind is active because it collects information and builds meaning (qtd. in Herrera and Murry 181). Furthermore, he affirms that the environment and the context are essential to supply data for thinking and learning. Also, according to this theory, language and cognitive development are produced through “interpersonal interaction” (Herrera and Murry 181).

This approach is based on Chomsky's first language acquisition theory. He claims that all "people are born with a language acquisition device" called "universal grammar" (qtd. in Herrera and Murry 182). This signifies that human beings are able to learn languages and understand new statements because we have an innate aptitude for this. Chomsky is confident that the same happens in second language acquisition. In order to develop a second language, exposure to the second language and social interaction are required (Herrera and Murry 182-183; Larsen-Freeman and Anderson 51).

The most important characteristics of this method are the following:

- Learning techniques are created with the result that students use language.
- Fluency is more essential than accuracy.
- Learners use the language outside the class.
- Students comprehend their own way of learning by the utilization of suitable strategies.
- The teacher is a guide and supporter in the building of the meaning.
- Students learn through interaction with others.
- Language is used in context.
- Native language is consented.
- Cooperative learning is encouraged in the class.
- The four skills, listening, speaking, reading and writing are developed.
- Only if it is necessary, translation is employed
- Grammar is only a part of teaching. It is not the aim of a lesson (Brown 43-45).

The early methods, which are included in the Communicative Approach, are the following: silent way, natural way, and suggestopedia; the contemporary ones are the Integrated Content-Based Method, and the Sheltered Instruction Method (Herrera and Murry 185-188).

The Silent Way Method was developed by Caleb Gattegno (qtd. in Brown 28). The most important rule of this method is that "Teaching should be subordinated to learning" (Larsen-Freeman and Anderson 52). This means that learning is the main goal, and "learners should develop independence, autonomy, and responsibility" (Brown 29). Other distinctive principles of this method are that



teachers should connect the students' previous knowledge with the new knowledge they are gaining. Teachers must give the required support to students. Students must reason and follow a good model. Teachers talk and students repeat. Learners do not use the first language and pronunciation is stressed. Students develop listening and speaking ability. Students learn by problem-solving skills (Larsen-Freeman and Anderson 58-59; (qtd. in Herrera and Murry 185; Brown 28). As Douglas Brown states about this method "We could benefit from injecting healthy doses of discovery learning into our classroom activities and from providing less teacher talk than we usually do to let the students work things out on their own" (29).

In order to understand how this method works, Diane Larsen-Freeman and Marti Anderson present a class in which the teacher uses this method. First, the teacher points to a chart with different colored rectangles, each of which symbolizes a vowel or consonant. She/he points to the same rectangle-color-sound several times, pronounces a Portuguese vowel, and students repeat it. After this, the teacher uses the same technique to teach some English vowel sounds such as /ei/ /i:/ /u:/. Then the teacher uses her/his hands and mouth to indicate the length of the sound and asks some students to say the vowel sounds. The teacher continues pronouncing new consonants and adding words, but this time using some different color rods, and then some selected learners repeat the new words. Then the teacher introduces commands such as "take a blue rod." Finally, the teacher asks students how they feel in the class (53-57).

The Natural Way Method or Direct Method was developed by L. Sauveur in the nineteenth century. It imitates the way children learn their first language (Richards and Rodgers 11). In this method, teachers produce a great deal of spoken communication in the class. It means that the central part is communication and not grammar. Furthermore, the target language is used by the teacher, and there is not translation. The teacher attempts to make students comprehend what he or she is conveying through pictures or objects, but not translation, so they receive an experiential audio-visual understanding of meaning. The class should also have speaking exercises. In addition, the new vocabulary is applied in sentences and in context. In this method, the teacher supports students with the right pronunciation. Also, writing is practiced (Herrera and Murry 186; Brown 21; Larsen-Freeman and Anderson 28-29; Richards and Rodgers 11).

The German scholar F. Franke states that “a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching” (Richards and Rodgers 11).

Diane Larsen-Freeman and Marti Anderson explain this method through the observation of a class. First, students read a text in their books. It is about the United States of America. Then they ask questions, and the teacher answers the student’s questions by drawing on the board. After that, the teacher asks the students about the text. Once more, the teacher asks the students to ask more questions, in order to correct their pronunciation. Another activity is for the students to work in their workbooks filling in the blanks with the correct propositions. Finally, a dictation activity is the last task in the class (25-28).

Through this example, we can detect the main principles of this method.

- The target language is used by the teacher.
- Useful vocabulary is learned.
- Question-and-answer activities between students and the teacher and among students are employed to produce oral communication.
- The teacher uses realia to transmit the meaning of new words.
- The teacher stresses the right pronunciation of the language (Richards and Rodgers 12).

“Suggestopedia” was developed by Georgi Lozanov. He confirms that fears make people unable to learn, and this method supports students to defeat those concerns in order to acquire knowledge. This means that teachers should create a positive environment in the class, so that students do not feel anxious or under stress. A technique used to obtain this state is music. Another feature is the use of first language to explicate meaning. Lozanov applied this method using familiar activities such as role-plays, dialogues, readings, and vocabulary exercises. However, the difference was the relaxed setting (Herrera and Murry 175; Larsen-Freeman and Anderson 70; Brown 27).

Diane Larsen-Freeman and Marti Anderson present an example of a class in Egypt. First, some pictures and a poster with grammar information are on the wall. In addition, there are some objects, such as costumes, in the classroom. The teacher encourages the students telling them that they will experience a new way of learning and gives them new English names. Then students receive a text in





Arabic and English. It is read twice. The first time, while the teacher reads the text, there is classical music as a background, and the teacher reads according to the rhythm of the music. Secondly, the teacher reads in a normal way, and the students do not have the text. As another activity, the teacher role-plays a dialogue, and the students do the same in groups, but each group in a different way. That is to say, one group acts the dialogue in a doleful way and another group in a happy way. After acting the dialogue, some activities are developed such as answering questions, translating some sentences, or repeating a line of the dialogue. Furthermore, a song is practiced with the students, to learn English names and professions. After the song, a game is played to practice some questions. Finally, the students get in a circle. While throwing a ball, one student asks a question to another one. This class has been planned for two days (71-75).

We can notice some main features in this method. First, it pays great importance to learners' "personality and motivation." Secondly, the teacher presents a text in the students' language and then in the target language. After that, some communicative activities such as role-plays are used to work with the text. The class environment is characterized by a relaxing musical background and pictures (Herrera and Murry 187).

The Integrated Content-based Method has a significant feature; the learner acquires another language and a school subject at the same time. Students learn a new language while learning a content, themes, or a school subject, such as music or sports (Herrera and Murry 188; qtd. in Larsen-Freeman and Anderson 132; Brown 49). The students' previous experience is taken into account. When students observe that the second language is being used, they learn new things and are fascinated to acquire the new knowledge. This method involves all skills, grammar, and vocabulary in context (Larsen-Freeman and Anderson 138).

In Taipei, a teacher teaches geography and English. The students are in a low level, and they speak different languages such as Japanese, Korean and Chinese. First, the teacher shows her students a globe and elicits answers to determine if the students know what a globe is. Then she writes their responses on the board. After that, the students are given a list of vocabulary words related to a text they will receive later. They listen to the teacher's pronunciation and complete the blanks of the text with the new vocabulary. Also, they watch a video and complete



the missing blanks. As a next activity, the teacher explains a grammatical point in the text and some new words. Then the students play a game by locating some cities on the globe. In addition, the students listen to their teacher reading a text twice. The first time, they listen for the main idea, and the second time, they listen and identify details. In response to the teacher's questions, the students retell what they have just heard. At this point in the class the teacher introduces how a paragraph is formed (Larsen-Freeman and Anderson 134-136). As a common characteristic of the Communicative Approach, communication is more valuable than grammar (Larsen-Freeman and Anderson 132).

### 1.3.1 Sheltered Method of Instruction

As is stated by Socorro G. Herrera and Kevin G. Murry, Sheltered Instruction "is a method for combining philosophies, strategies, and techniques that appropriately recognize the multifaceted challenges that culturally and linguistically diverse (CLD) students confront" (251). On the one hand, Jana Echeverría, MaryEllen Vogt, and Deborah J. Short define the sheltered method of instruction as "an approach for teaching content to English learners (ELs) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development" (5).

This method puts emphasis on both the language, and a school subject, in order to make them both understandable (Herrera and Murry 251). In defense of the Sheltered Method of Instruction, Socorro Herrera and Kevin Murry mention some erroneous ideas which surround this method (257). One of them is that this method is applicable only for advanced-level students because it focuses both on the target language and on school content (Herrera and Murry 258-259). However, this method pays particular attention to the development of the L2, according to the student's needs. Besides, the guarded vocabulary strategy allows learners to get the meaning of new things (Herrera and Murry 259-260). Similarly, some aims of the TESOL organization (Teachers of English to Speakers of Other Languages) are found in the sheltered method of instruction.

- Interact in the classroom toward language development.
- Obtain, process, construct, and provide subject matter information in spoken and written form in L2.

- Use appropriate learning strategies to draw meaning from and apply academic knowledge (Herrera and Murry 260).

According to Socorro G. Herrera and Kevin G. Murry, Stephen Krashen developed this method in 1980. This method is known as

sheltered, sheltered instruction, sheltered English, integrated skill instruction, content-based English language teaching (CELT), scaffolding, specially designed academic instruction in English (SDAIE), and the sheltered instruction observation protocol (SIOP) (252).

### 1.3.1. 1 The SIOP Model and its Components

The Office of Educational Research and Improvement, U.S. Department of Education created the Center for Research on Education, Diversity & Excellence (CREDE) in 1996. It was constituted by Jana Echevarria, MaryEllen Vogt and Deborah Short. (Echevarria, Vogt, and Short 15). Jana Echevarría and MaryEllen Vogt are professors at California State University. Jana Echevarria is a “Co-Principal Investigator with the Center for Research on the Educational Achievement and Teaching of English Language Learners.” Her researches and works have allowed her to be named as “Outstanding Professor at CSULB” and she has received an award from the “National Association for Bilingual Education’s Outstanding Dissertations Competition” (Echevarria, Vogt, and Short xvii).

MaryEllen Vogt is an expert in reading. She has been the co-author of several books. Deborah J. Short is a researcher and consultant at the “Center for Applied Linguistics in Washington, DC” and has been an English teacher as a second and foreign language (Echevarria, Vogt, and Short xvii). This center was funded to develop research on the sheltered method of instruction.

The first research lasted seven years from 1996 to 2003. This research was titled “The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students” (Echevarria, Vogt, and Short 236). Four large middle schools, two on the East Coast and two on the West Coast, were the educational institutions where the study was carried out (Echevarria, Vogt, and Short 236).

This research had three main goals:

- (1) To develop an explicit model of sheltered instruction;
- (2)



to use that model to train teachers in effective sheltered strategies; and (3) to conduct field experiments and collect data to evaluate teacher change and the effects of sheltered instruction on (LEP) students' English language development and content knowledge (Echevarria, Vogt, and Short 15).

(LEP stands for Limited English Proficient Students.) The cooperation of the teachers at the four schools, by improving and applying the sheltered method of instruction, allowed researches to determine "effective teaching strategies involved in sheltered instruction" (Echevarria, Vogt, and Short 236). Although the Sheltered Method of Instruction is mostly used to teach academic content to students and stimulate language improvement, it is also applied to "improve reading comprehension of all learners" (qtd. in McIntyre, Ellen, et al).

The researchers developed the SIOP model, the Sheltered Instruction Observation Protocol, as an instrument to find out if teachers were including some characteristics of this method in their classes and to discover efficient patterns (Echevarria, Vogt, and Short 236; qtd. in Herrera and Murry 262). Then the SIOP model became a lesson planning and "observation instrument" for educators in order to offer an efficient model, which is based on investigations and tests carried out by teachers (Echevarría, Vogt and Short 237; Short).

Echevarria, Vogt and Short distinguish between the SIOP model and the SIOP protocol. The first one refers to "the lesson planning and delivery system" (16) (see appendix A), and the second, the SIOP protocol, refers to "the instrument used to observe, rate, and provide feedback on lessons" (16) (see appendix B).

The SIOP protocol includes eight components and thirty indicators. The first component is Lesson Preparation with six indicators. The second one is Building Background with three indicators. Comprehensible input is the third component with three indicators. Strategies is the fourth component with three indicators. Interaction is the fifth component with four indicators. The sixth component is Practice and Application, with three indicators. Lesson Delivery is the seventh one with four indicators; and the eighth component is Review and Assessment with four indicators (Echevarria, Vogt, and Short 237; qtd. in Herrera and Murry 262; "Sheltered Instruction"). Lesson Preparation includes content objectives, language objectives, content concepts, supplementary materials, adaptation of content, and



meaningful activities (Echevarría, Vogt, and Short 16, 222). The Building Background part consists of connecting concepts to students' experiences and prior knowledge and key vocabulary (Echevarría, Vogt, and Short 16, 223). Comprehensible Input refers to teachers' proper speech, clear explanations, and diversity of techniques used (Echevarría, Vogt, and Short 16, 224). The Strategies component is divided into possibilities for students to use learning strategies, scaffolding techniques, and questions that encourage "higher-thinking skills" (Echevarría, Vogt, and Short 16, 224-225). Interaction has to do with interaction between teacher and students or among students, group activities, enough time for answers, and chances to understand concepts better (Echevarría, Vogt, and Short 16, 225). With the Inside Practice and Application component, there are hands-on materials, activities where students can employ content and language knowledge, and language skills (Echevarría, Vogt, and Short 16, 226). In the Lesson Delivery part the content and language objectives must be sustained by the lesson, by students' attention, and by the pacing of the lesson (Echevarría, Vogt, and Short 16, 226-227). The last component, Review and Assessment, refers to review of vocabulary and key content concepts, feedback, and assessment (Echevarría, Vogt, and Short 16, 227). This protocol can be used by teachers as a way to reflect on lessons after teaching (Echevarría, Vogt, and Short 19). Echevarría, Vogt and Short advise not to use this protocol as an evaluation for teachers, but simply as a means of noting how well the sheltered method of instruction is being used (Echevarría, Vogt, and Short 19).

This model features some characteristics. First, according to Jana Echevarría, MaryEllen Vogt and Deborah J. Short, meaningful language utilization is the theoretical support of this method. In the SIOP model, language is learned through content. That is to say, students acquire a new language by studying a topic or theme that is interesting to them (qtd. in Echevarría, Vogt and Short 16-17).

This model takes into account English language learners' needs (Echevarría, Vogt, and Short 17). The SIOP model is designed to attain some aims to achieve the content and language objectives of the lesson plan. The aim is the employment of techniques such as the following: "visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support" (Echevarría, Vogt, and Short 17). Also, an important part of accomplishing the learning goal is



to help the students to create links between the new knowledge and their previous knowledge and experiences, and to increment the students' vocabulary and their total knowledge (Echevarría, Vogt, and Short 17).

The second feature is interaction. Social interaction between the students and the teacher, and among the students themselves, encourages language learning because "teachers guide students to construct meaning and understand complex concepts from texts and classroom discourse" (qtd. in Echevarría, Vogt, and Short 17).

Functional language skill is another feature of the SIOP model. This refers to "how to negotiate meaning, confirm information, argue, persuade, and disagree" (Echevarría, Vogt, and Short 17). In addition, students learn to take turns courteously (Echevarría, Vogt, and Short 17).

This model considers also students' feelings, "cultural background, and learning styles" (Echevarría, Vogt, and Short 17). Teachers endeavor to create a positive and relaxed environment so that students can use the language to communicate with others (Echevarría, Vogt, and Short 17). Teachers plan different activities or exercises taking into account learners' multiple intelligences (qtd. in Echevarría, Vogt, and Short 17).

Different kinds of assessments are used in the SIOP model. This model allows teachers to apply formal written tests or quizzes, graphics, "hands-on, or performance-based assessments, portfolios," etc. (Echevarría, Vogt, and Short 18).

In an interview to Dr. Della Perez, professor at Kansas State University, showed how to test different language-level students in the same class. She displayed some sheets for homework where students had to make a butterfly book. Advanced-level students had to look at the pictures and write sentences. Other students who had problems with the language would look at the pictures and fill in the blanks, and low-level students would have the sentences, and they would draw the correct pictures according to the sentences (González 5).

Supplementary material is another characteristic. Textbooks should not be the only resource for teachers in a class. A textbook could be easy for some students while the same text could be complex for low-level students. In order to overcome this barrier, teachers are able to use supplementary methods and materials, such



as adapting textbooks, using graphs, pictures or realia, and making use of technology or audiovisual materials (Echevarría, Vogt, and Short 18).

It teaches what to teach and how to teach (Echevarría, Vogt, and Short 18). This lesson plan is a guide for teachers to implement the method.

Later, it was necessary to prove if the SIOP model was enhancing students' English language proficiency, and two studies were done in 1997-98 and 1998-99. In both researches, two groups were part of the study, the treatment group and the comparison group. In the first one, the teacher was trained in the SIOP model, and in the comparison group, the teacher was not trained in the SIOP model. In addition, in both studies, the students were English language learners. In the 1997-98 study, students were expected to do narrative writing. The outcomes showed that the treatment group got higher grades than the comparison group. Similarly, in 1998 and 1999, the researchers wanted to find what middle school English language learning group of students got better grades in writing so they applied a pre-test in the fall and a post-test in the spring in Illinois. (Echevarria, Vogt, and Short 237-239).

Table 1

SCORES ON THE WRITING TEST OF THE TREATMENT AND COMPARISON GROUPS.

	<i>SIOP®(Treatment)</i>		<i>Comparison</i>	
	<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>
<b>Total Score</b>				
<i>M</i>	13.55	16.36	14.61	15.81
<i>SD</i>	3.42	3.33	3.36	3.45
<i>N</i>	238	238	77	77
<b>Language Production</b>				
<i>M</i>	2.65	3.22	2.77	3.09
<i>SD</i>	.78	.79	.78	.73
<i>N</i>	240	240	77	77
<b>Focus</b>				
<i>M</i>	2.81	3.30	3.01	3.17
<i>SD</i>	.87	.98	.88	.94
<i>N</i>	239	239	77	77
<b>Support/Elaboration</b>				
<i>M</i>	2.65	3.26	2.83	3.18
<i>SD</i>	.78	.72	.70	.81
<i>N</i>	241	241	77	77
<b>Organization</b>				
<i>M</i>	2.77	3.31	3.16	3.21
<i>SD</i>	.96	.78	.92	.71
<i>N</i>	241	241	77	77
<b>Mechanics</b>				
<i>M</i>	2.72	3.28	2.84	3.17
<i>SD</i>	.88	.87	.86	.94
<i>N</i>	241	241	77	77



Source: Jana Echevarria, MaryEllen Vogt, and Deborah Short, *Making Content Comprehensible for English Learners the SIOP Model*, (Boston: Pearson, 2008; print; 238).

This table shows the analysis of the Mean scores and the Standard Deviation in the pre-test and post-test scores. The students accomplished better results in the post-test in the treatment group than the comparison group. (qtd. in Echevarria, Vogt, and Short 237). Besides, it shows an analysis of co-variances and some post-test mean analysis were made in order to determine if the results were statistically significant. The comparison group also had higher scores in the post-test than in the pre-test, but they were not statistically significant (Short, Echevarría, and Richards 365-366).

Another study was made in a school in the Midwest in the United States in 2010. This research lasted eighteen months. The main objective of this study was to “examine the reading achievement of elementary ELLs in classrooms” (McIntyre, Ellen, et al.) using the Sheltered Method of Instruction. First, some of the teachers were trained in this method. Then they were observed in classes in order to validate whether they were using the method appropriately. After that, only seven teachers were chosen since they applied the Sheltered Method of Instruction in their classes. This research compared the “student achievement results in reading” and the “Predictive Assessment Scales (PAS) test” (McIntyre, Ellen, et al.) of two groups of students. In the treatment group, teachers implemented the Sheltered Method of Instruction, and in the control group, teachers did not use this method, to improve the reading comprehension (McIntyre, Ellen, et al.).

The study demonstrated that the treatment group obtained statistically significant outcomes in the student achievement results in reading “(F=83.76,  $p<.001$ )” (McIntyre, Ellen, et al.). However, the results of the PAS reading test of the treatment group does not show a statistically significant variance. Addition, a pre-test and post-test were applied in both groups: the treatment and the control group. The paired sample t-test was used to analyze the results. This kind of test “compares the means of two variables for a single group” (McIntyre, Ellen, et al.). The t-test indicated that the treatment group had an increase of “5.28 (M= 55.76 to M= 61.04)”, and the control group had a decrease of “.80 (M= 64.56 to M= 63.76)” (McIntyre, Ellen, et al.).



These studies show that the SIOP model “is a highly reliable and valid measure of sheltered instruction” (qtd. in Echevarria, Vogt, and Short 239).

Socorro Herrera and Kevin Murry state that the SIOP model allows changes or adaptations of readings or lesson plans according to students’ English level. “Effective teachers plan lessons that are accommodative but also challenging for students who are acquiring English” (262).

#### 1.3.1.2 Preparation

Preparation is the decisive aspect of the sheltered method of instruction because in order to create a lesson plan using this method, teachers should consider six parts. The first one is the content objectives. These support students to keep in mind the major goals and data of the lesson (Herrera and Murry 263-264). Also, Dela Perez, a professor at Kansas State University, stated that content objectives are what students are going to learn, and it is a broad objective. She also presented an example in order to clarify what a content objective is: “We will learn about fables and folktales from diverse cultures, and determine their main message, lesson or moral.” In order to determine content objectives appropriately, she suggested that there are five steps to follow:

- Step 1. Identify the State Standard, Benchmark, Indicator, etc.
- Step 2. Identify the **key vocabulary** within the standard.
- Step 3. Identify the content you wish to teach (the **WHAT**).
- Step 4. Write a sentence that identifies the **content** you want to teach using the **key vocabulary** from the standard.
- Step 5. Revisit the Content Objectives to verify that they are written in student friendly terms (Perez).

The second indicator refers to the language objectives. They “help CLD students focus on acquiring the academic language they need to develop the vocabulary, language structures, and cognitive language” (Herrera and Murry 264). Language objectives are how students are going to learn. They take into account listening, speaking, reading, and writing skills in the different activities. Also, they are based on the content objectives. Likewise, learning can be assessed by language objectives (Perez). Dela Perez states some instances of language objectives in a class using the sheltered method of instruction: “In cooperative groups we will do a four square to define the key vocabulary.” “In pairs





we will turn and talk to our partner about the fables lesson.” “We will individually draw our mental images to create a class book.” In a class about language objectives, Dela Perez also denotes five stages to establish a language objective.

Step 1. Identify language objective by determining “**HOW**” you will teach your content objectives.

Step 2. Begin the language objective by stating what meaningful **activity** you will do with students.

Step 3. Identify the **verb** (L, S, R, W) that supports the completion of the activity.

Step 4. Decide on the type of **grouping configuration** you will use to complete the activity.

Step 5. **Put pieces 2-4 together** and check that completed Language Objective to make sure they are written in student friendly terms (repeat as necessary).

It is advisable to write the content and language objectives on the board, or another place in the classroom, so that students will have the opportunity to associate the activities with the objectives. They can be useful to students’ self-assessment too (Herrera and Murry 264; Perez). It is necessary to begin and finish a lesson reviewing the content and language objectives. In addition, both objectives should be written according to students’ language level. Moreover, both content objectives and language objectives should be checked throughout the lesson (Perez). This will provide students enough time to process what they are going to learn and diminish students’ affective filter (Perez).

The third sign or indicator of effectiveness is the selection of a suitable content concept according to the students’ level and background (Herrera and Murry 264). Echeverria is quoted by Socorro Herrera and Kevin Murry, and she states “the effective teacher examines the basic understandings, theories, and premises on which the specific content concepts are based” (266). It is indispensable to be aware of students’ language background and give the required explanation before continuing with the content concepts (Herrera and Murry 266).

The fourth sign is supplementary material. This should persuade students so that they can receive a “comprehensible input” (Herrera and Murry 264). They could be graphic organizers, hands-on materials, word walls, visuals, problem-solving activities, and multimedia (Herrera and Murry 267, 288). The supplementary materials engage students to practice the content concept, and



students can acquire the new knowledge without difficulty (Herrera and Murry 267).

The fifth indicator is the way teacher adjusts the content to the students' language level (Herrera and Murry 264). Sometimes the textbooks have a difficult vocabulary for students to understand, so teachers should scaffold the content before, during, and after reading (Herrera and Murry 268) so students can understand what the teacher is conveying (Perez). Dela Perez proposes some ways to adapt a text by using "chapter outlines, graphic organizers, study guides, peer reading of text, highlighted text, taped text, adapted text and jigsaw text reading."

The last sign is to employ meaningful activities where students can practice the four language skills: listening, speaking, reading, and writing (Herrera and Murry 263-264). Students' communication in the target language and comprehension of content will be the outcome of using meaningful activities (Herrera and Murry 268-269). In order to make the activities significant, teachers should take into account the students' English level and if students' personal experiences and the new learning are connected (Perez).

#### 1.3.1.3 Building Background

Building background includes "students' life experiences, students' prior learning experiences, and key vocabulary" (qtd. in Herrera and Murry 274). Socorro Herrera and Kevin Murry advise teachers to elicit from students their personal and learning experiences through a pre-assessment (Herrera and Murry 274-275). Perez cites Marzano who states that

Many learners come to school (at least to Kindergarten and /or first grade level):

- Without ever having had a birthday party;
- Without ever having been on a family vacation;
- Without ever having been to a circus.
- Without ever having been to a parade.
- Without ever having been to a museum.
- Without ever having been shopping with their parents; and
- Without ever having had a story read to them.



Teachers' knowledge about students' personal experiences is the clue to obtain our content and language objectives. Teachers should be conscious of their students' prior knowledge since this aspect will affect positively or negatively their learning process (Herrera and Murry 274-275).

With regard to key vocabulary, in the sheltered method of instruction, it is not necessary to learn the meaning of new words by heart (qtd. in Herrera and Murry 276). Vocabulary is increased by using the new words in context and several times. In addition, the meaning of words should be explained through synonyms or antonyms. Teachers could give the definitions of a word using maps or cloze sentences. Furthermore, cognates could be considered (qtd. in Herrera and Murry 276). Other activities that teachers can use to link students' prior knowledge to new knowledge are "Picture Walks," "Picture Prompts," and "ABC Taxonomy" (Herrera and Murry 289). In the picture walks activity, as a pre-reading task, students can skim a text using pictures, charts or graphs, and the teacher can present the new vocabulary that students are going to learn (Herrera and Murry 289). The picture prompts activity refers to the use of pictures, related to the topic the teacher is going to teach, which will elicit information from students (Herrera and Murry 289). The ABC taxonomy is used to be aware of students' prior knowledge. Students write down words related to a topic according to the letters of the alphabet in the native or target language (Herrera and Murry 289). Perez suggests teaching the new vocabulary daily.

#### 1.3.1.4 Comprehensible Input

Adequate speech, techniques, elucidating content concepts, and well-defined task instructions are the features of comprehensible input (Herrera and Murry 279). Adequate speech can be attained by modulating the speech. This means the teacher should speak naturally and use objects, pictures or role-plays to hold what he or she is saying, make pauses when it is necessary, and use simple sentences. It is recommended to give instructions systematically. Finally, after giving instructions to students, teachers should check to see if have understood the instructions correctly by asking one student, what he or she has comprehended (qtd. in Herrera and Murry 279, 289-290). In order to explain a concept, teachers could paraphrase what a student has said in a correct way instead of correcting errors as they talk (Herrera and Murry 290). For instance, if a student says "the



head, the arms, the legs is part of the body.” The teacher could scaffold the student by saying “yes, the head, the arms, and the legs *are* parts of the body.” We are correcting the student to talk suitably without embarrassing the student in front of the class. Teachers could explain what a word means while reading a text. For instance: “After these three difficult days, the family was famished -extremely hungry or starving- and knew they could not carry on like this much longer” (Herrera and Murry 290). Socorro Herrera and Kevin Murry also advise not to use “jargon or idioms” (289) in order to give a comprehensible input to students. Besides, they state that teachers could paraphrase a concept using simple structures and cognates so that students link a word in their native language with the target one (289). They also suggest that students should have a personal dictionary. This means a notebook where they can write down the new vocabulary in their native language or in English (Herrera and Murry 289).

#### 1.3.1.5 Learning Strategies

Since its creation, the sheltered method of instruction has used the following strategies such as “hands-on activities, cooperative learning, guarded vocabulary, and the use of visuals” (Herrera and Murry 253). These strategies offer students the chance to “use, practice, and develop learning strategies” (Herrera and Murry 280). These strategies allow teachers to formulate different kinds of questions, where students develop their thinking skills (qtd. in Herrera and Murry 280). Teachers support students verbally and practically. For instance, a teacher presents a problem and then explains to students how to solve it. Then the teacher presents a guided practice, and finally the students are able to apply what they have learned by themselves (qtd. in Herrera and Murry 280-281).

The first one, hands-on activities, refer to active and interactive activities so that students can practice the target language. In addition, the language level and the content are essential so that students are able to learn more from other advanced-level students. This should help them explain their ideas and present what they understand (Herrera and Murry 253). The hands-on activities will endorse students to learn by using multiple learning styles and the social interaction will help them to build social skills (Herrera and Murry 253-254). Some hands-on activities are questioning, word sorts, and directed reading-thinking. Questioning activities are intended to increase students’ thinking level i (Herrera



and Murry 290). For example, if we ask students, “Is water important for human beings?” students are going to answer with a yes or no response, but if we ask “why is water important for human beings?,” students are going to think of different possible answers and give complete sentences. In this example, we are doing what Krashen says “students acquire language when they receive input that is slightly beyond their current level...i+1” (Freeman David and Freeman Yvonne 38). Word sort activity means to classify words according to different aspects such as meaning, sound or ending (Herrera and Murry 290). The “Directed Reading-Thinking” activity is making students predict what the text will be by asking them what will happen next while they are reading (Herrera and Murry 290).

Another strategy within this method is cooperative learning. It encourages teachers to group students in different ways, and form mixed-student groups. In groups, students learn to cooperate. In addition, all members of a group are responsible for the welfare of the group. It promotes the learning of language and content. Furthermore, it is a great chance to practice the target language (qtd. in Herrera and Murry 253-255). Finally, this is an indispensable strategy to encourage interaction (Herrera and Murry 255). All these features benefit students, first, to decrease learning barriers and language pressure level. Second, learners can comprehend in a better way and develop their critical thinking. In addition, teachers can use this strategy as a way of assessment (Herrera and Murry 254).

The third strategy of sheltered instruction method is guarded vocabulary. This refers to the teacher and his or her “conscious control of his or her language in the classroom” (Herrera and Murry 254). In order to ensure that students understand what a teacher tries to convey, it is necessary to control the speech and use uncomplicated vocabulary (Herrera and Murry 255). For example,

“Typically, to subtract two numbers, one places the subtrahend under the minuend and solves for the difference,” one can reduce the linguistic load along the lines of, ‘To subtract one number from another, you can usually place the smaller number underneath the larger number to find the difference between the two’” (Herrera and Murry 255).

Also, teachers should employ appropriate vocabulary, and we can use songs, chants, stories, etc., so that students have the opportunity to listen to the new vocabulary over and over again (qtd. in Herrera and Murry 255). Moreover,



teachers should simplify their sentences and make more breaks between phrases (Herrera and Murry 255). This strategy profits learners, since listening skill is acquired, comprehension of the language is improved, and stress is reduced (Herrera and Murry 254).

Visuals refer to the use of diagrams, pictures, books, charts, realia, computers, tables, internet, overheads, presentations, graphics, report boards, or maps (Herrera and Murry 256). They provide a nexus “between the language and content.” Students organize their ideas better. They can also review and understand hard topics easier (Herrera and Murry 256).

Another strategy related to this method is scaffolding. According to Socorro Herrera and Kevin Murry, “The sort of support and assistance from adults or more capable peers that students might need to target the zone of proximal development has been referred to as scaffolding” (256). It means that students learn by their experience and interaction with more competent classmates to build their understanding of the target language and to learn hard concepts (Herrera and Murry 257). For instance, “In sheltered instruction, new vocabulary is sometimes previewed in the native language, contextualized in English, and reviewed again in the native language” (qtd. in Herrera and Murry 257).

#### 1.3.1.6 Interaction

Students learn what they practice (Herrera and Murry 281). Interaction integrates four aspects. First, it helps students to be involved in discussions. Second, a teacher gives students enough time to answer. Second, the groups are organized appropriately. Finally, the native language is allowed to be applied in order to explain the tasks (Herrera and Murry 263, 281). If teachers want their students to give answers using complex or more elaborate structures, they should animate their students by telling them, for example, “Tell me more about...; Why do you think...” (Herrera and Murry 282). In this way, they are forced to think and give complete answers. In addition, students should have enough time to process the information and answer the questions (Herrera and Murry 282). With regard to grouping students, teachers should consider the content and language objectives, students’ linguistic and academic skills and the students’ features and personalities (Herrera and Murry 282, 290). At the beginning of a lesson, it is suggested to work as a whole group or in small groups, since the lesson could be



unfamiliar for the students, and they need a lot of the teacher's support. Nonetheless, if students are acquainted with the topic of the lesson, they can work in pairs or alone (Herrera and Murry 282). It is also advisable to form mixed-language-level student groups so that advanced students can support low English-level ones (Herrera and Murry 282).

#### 1.3.1.7 Practice, Application and Lesson Delivery

This concerns the different activities and materials that are employed (Herrera and Murry 263). This category contains three features: hands-on materials, activities where students can apply what they have learned, and activities where students can practice the four skills: listening, speaking, reading, and writing. (qtd. in Herrera and Murry 283). The sheltered method of instruction requires students to be active not passive, and in order to achieve this, the information must be according to student's age and interests (Herrera and Murry 284). Students should see an English lesson as an opportunity to practice their skills. Socorro Herrera and Kevin Murry cite Saunders who points out that, "CLD students who have opportunities for in-depth discussion with teachers and peers concerning text they have read in English have greater reading comprehension skills that students who do not have as many opportunities do discuss reading" (284). In order to know if our students have acquired the new concept or learned the new topic, teachers could use fill-in-the-blank activity. Teachers give the students a sentence without some words; as the lesson continues the students complete the blank. Writing activities are useful, if teachers want their students to construct passages. Reading aloud is when students in pairs or in groups read aloud a text, and the others answers questions or write what they have heard (Herrera and Murry 291).

Lesson delivery sustains four facets: the "support of content objectives, the support of language objectives, appropriate engagement of students, and appropriate pacing (Herrera and Murry 285). Lesson delivery is a crucial step in the sheltered method of instruction because it allows teachers to observe if the content and language objectives have been achieved. It is also useful to assess success or not of the lesson, and if the steps of the lesson have "matched the students' academic and language proficiency levels (Herrera and Murry 285).





### 1.3.1.8 Review and Assessment

The Sheltered Method of instruction permits the achievement of four important aspects: Review vocabulary, re-examine new concepts, give continuous feedback, and assess informally or formally (Herrera and Murry 263, 286). In order to review vocabulary, Socorro Herrera and Kevin Murry suggest to use “pencils up to agree/pencils down to disagree, number cards numbered 0 to 5” (Herrera and Murry 292). Teachers should leave five minutes before ending a class in order to check new words or concepts by “attaching sticky notes to a clipboard” (Herrera and Murry 292), and asking the students to “record their ideas” or “write down their understandings” (Herrera and Murry 295). Moreover, portfolios could be used to assess students’ progress. When we talk about informal assessment, we mean assessing students by observing and questioning; formal assessment signifies using “tests, quizzes, and projects” (Herrera and Murry 295). Finally, the assessments should be according to the students’ language and academic level.

### 1.4 Reading Skill

According to Mary Spratt, Alan Pulverness and Melanie Williams, “reading is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill” (21). People read for different purposes. For example: to get the meaning or definition of words or phrases, to comprehend discussions, or to identify the general and main ideas (Pilnafrica). In order to achieve these goals, students need to link the meaning of the text with their own knowledge in order to comprehend what a word, sentence, or phrase means (Spratt, Pulverness and Williams 21). Then students need to utilize some strategies to get success in reading a text or book (Pilnafrica).

Reading can be a hard skill for students. The reasons for this are the length of a text, the level of difficulty of comprehension, the degree of coherence and cohesion in a reading (Spratt, Pulverness and Williams 21).

#### 1.4.1 Reading Process

Reading processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system (Perfetti).





### 1.4.2 Reading Strategies

As people read for different purposes, there are different kinds of readings such as letters, novels, stories, articles, postcards, advertisements, poems, leaflets, and so forth. All of these require students to use dissimilar reading strategies or reading sub-skills (Spratt, Pulverness and Williams 21-22) like scanning, skimming, reading for detail, extensive reading, and intensive reading (Spratt, Pulverness and Williams 22).

Scanning means reading for “specific information” (Spratt, Pulverness and Williams 22). Some activities could be informational questions to obtain explicit information (Spratt, Pulverness and Williams 67).

Skimming, or reading for gist, is a reading strategy which is used to get the general idea of a text (Pilnafrica; Spratt, Pulverness and Williams 22). Some techniques to skim a text are to look for sub-headings, SQ3R (Survey, question, read, recite, and review), recognize key words, phrases or sentences, and read the first paragraphs of a reading (Pilnafrica).

Reading for detail refers to getting the meaning of each word (Spratt, Pulverness and Williams 22). An activity is to use ordering (Spratt, Pulverness and Williams 67).

Extensive reading stands for reading longer texts or books for enjoyment, or to gain information or knowledge; for example, reading a novel or a business book, etc. (Pilnafrica; Spratt, Pulverness and Williams 22). In this sub-skill, scanning and skimming are often used (Spratt, Pulverness and Williams 22).

Intensive reading refers to the “language learning activity” (Spratt, Pulverness and Williams 22). This refers to reading shorter texts in order to get specific information, and it requires the understanding of the words used, the vocabulary of the text read (Pilnafrica).



## CHAPTER II: RESEARCH METHODOLOGY

### 2.1 Data Collection: Strategies Used to Develop Reading Skill

This research was conducted at Semira Bayas School. This school is located in a rural community called “San Nicolás” in Cojitambo parish in Azogues, Cañar. This educational center is constituted from the first grade through the tenth grade of basic education. There were twelve students who participated, and they were in the ninth grade. Before carrying out the study, a consent form was sent to the students’ parents (see appendix C). The parents of all twelve students agreed that their children could participate in the research. This group was non-random, because of the low number of students in the different grades. Therefore, the ninth grade was chosen because it had the bigger number of students. Most ninth-grade students came from a low-economic situation. Their parents are farmers and housewives. They did not have a computer or internet in their homes. This study was applied from April 29 through June 17, 2013; five hours per week.

The theoretical-applied thesis method was used, and the research was quantitative, since this research began with an experimental design, a hypothesis, the quantification of data, and finally, the numerical analysis (Mackey and Gass 2). The quantitative method involves gathering numerical data and analyzing it statistically (Introduction to Quantitative research 1-2). “In a pre-test/post-test design, researchers can determine the immediate effect of treatment” (Mackey and Gass 149). According to Ashley Crossman, the data of the quantitative method is measurable and reliable.

The quasi-experimental research design without a control group was applied in this study. According to the article “Quasi-Experimental Study,” two forms of quasi-experimental studies are possible. A pre-test and post-test study with a control group, and without a control group. In the quasi-experimental design, a pre-test was applied before the intervention of the study, and a post-test was given after the intervention (Campbell and Stanley 34). However, the results should be interpreted carefully because it is not certain that the variances between the scores of the pre-test and the post-test are the results of the intervention (Quasi-Experimental Study). In order to obtain reliable results, the data was analyzed by using a descriptive and inferential statistical analysis to confirm or not if the difference between the pre and post-test results are statistically significant.

The pre-test and the post-test consisted of fifteen items and were scored over fifty marks. The pre-test was given to twelve students on April 29<sup>th</sup>. The pre-test and the post-test were exactly the same. The students' development during the application of the method was tested by a test after each lesson.

The types of reading were selected according to the instructions of A1.1, which declares that teachers should use informational texts such as labels, messages, forms or ads, and cards (Ministerio de Educación del Ecuador 6), and students should be able to recognize simple texts, basic phrases and basic vocabulary (16). In labels, students can label classroom objects, people, and animals in order to learn vocabulary (6-9). Included in the messages type of text are phone messages, e-mails, short texts, and instructions. The messages should be short and clear. The aim is to make things understandable and give simple commands to students (6-9). Ads from newspapers, and forms, which "mostly consist of text" (Ministerio de Educación del Ecuador 10), are included in the forms text and are used to recognize the kind of data that is used in the text (6-10). Another formal informational text is cards. They can be about "identification, membership, invitation, postcards" or birthday cards in order to teach vocabulary (Ministerio de Educación del Ecuador 6 & 11).

According to Duke and Bennett-Armistead there are three main purposes of the informational texts: (1) "to convey factual information about the natural and social world, (2) they typically address whole classes of things in a timeless way and (3) they come in many different formats-e.g. books, magazines, handouts, brochures, CD-ROMs, and the internet" (qtd. in Ministerio de Educación del Ecuador 6). Duke and Bennett-Armistead express that the informational texts will support students because in their lives they will have to read and understand different types of texts (qtd. in Ministerio de Educación del Ecuador 7). As there are different kinds of texts, Spratt, Pulverness and Williams state that there are reading strategies such as scanning, skimming, reading for detail, extensive reading, and intensive reading, which are used depending on the kind of text the person is reading and the purpose of the reading (22). The strategies used in this research were scanning, intensive reading, and reading for detail. The Sheltered Method of Instructions was applied in order to improve reading comprehension for ninth-grade students at Semira Bayas School.



The pre-test and the post-test were designed in the following way (see appendix D). In the first question, students read a text form and developed their scanning reading skill. In the first and third question, the students had to read a text and choose the correct option. The texts were short, and they were about nationalities and countries, and educational information about a person named Carlos. In the second question, students read a short dialogue which they completed with the correct expressions. They also developed their intensive reading skill since they had to get specific information and understand words (Pilnafrica).

The fourth question consisted of a message. In this exercise, the students developed their intensive reading skill. They read an e-mail and chose the correct answer. In the fifth question, a text form was employed, and the reading strategy was intensive reading. In the sixth question, a table was used. Students had to read the table and classify the vocabulary. The intensive reading skill was practiced. The seventh, eighth, ninth, and tenth questions were stated with the purpose of developing the students' scanning skill. In the seventh question, they used the table from the sixth question. Some questions were asked and answered regarding data. The eighth question involved writing a short text. The students had to fill in an identification card. In the ninth and tenth questions, the types of texts applied were cards. Students answered some questions by choosing the correct answer. Short dialogues were used in the eleventh and twelfth questions. Students selected an answer and wrote their responses. The intensive reading skill was used. In the thirteenth question, a text form was used so that students had to read and label a family tree. The intensive reading skill was used. On the other hand, in the next question a family tree was used, and students had to read the names of the members of the family and match them to sentences. The last question allowed students to read short texts and look at some illustrations. They read and wrote the name of the correct person under each description. In this exercise they developed their skill for the detail reading strategy, the purpose of which was to read short texts in order to get the meaning of words or sentences (Spratt, Pulverness and Williams 22) (see appendix E).

The sheltered method of instruction was applied after the application of the pre-test on April 30<sup>th</sup>, and the lesson plans were based on the book, *Sheltered Content Instruction Teaching English Learners with Diverse Abilities* (Echevarría



and Graves 49) (see appendix F). Seven lesson plans were designed for this study; that is, a lesson plan per week. A Sheltered Instruction Method contains eight parts, so this lesson plan encompasses all of them. That is to say, the title of the lesson, content standards (which include key vocabulary and higher order thinking skills,) visual resources, content objectives, language objectives, and meaningful activities. The connections to Prior Knowledge or Building Background are part of this lesson plan. The meaningful activities and review/assessment are also in this lesson plan (Herrera and Murry 263).

The first lesson plan was applied from April 30<sup>th</sup> through May 3<sup>rd</sup>. The class was about where the people were from. It included continents, countries and nationalities. The key vocabulary was continents: Europe, America, Asia, Oceania, Africa, Antarctica, countries, nationalities. This learning exercise also included informational questions. In higher order thinking skills, the students had to read some questions and answer them. The questions were about where they are from, their nationality, and about a reading. As visual resources, a world map, copies of the continents, and the readings, some construction paper and markers were used.

For this class, there were two content objectives. The first one was that students were asked to identify some countries and nationalities. In the second one, students were asked to give and receive information about where people are from and nationalities. There were six language objectives. Students were expected to share what they knew about continents, countries, and nationalities. In the connections to prior knowledge or building background process, the linking language strategy was used. In this strategy, the students received a piece of paper with a picture, and they formed two groups of three students and three groups of two students. The groups were formed by making a line according to their month of birth (Honeycutt). Then they wrote in their first language, Spanish, or in English or drew what they knew about the picture. The pictures were about the continents and the people from each one. After that, each group had the opportunity to draw or write what they knew about the picture of each other, since they had two or three minutes to write on each poster. After finishing it, as a whole class, we circled the same words or synonyms of the charts and elicited the topic of the lesson (Herrera, Kavimandan, Holmes 14-20).



The other content objective of this class was for students to make predictions about a reading using the Anticipatory Reaction Guide Strategy. Students received a table where they had three columns: before reading, questions and after reading questions. They read the questions and tried to predict the answers. After that, they shared the answers with another classmate (Vogt and Echevarría 82).

In the third language objective, students read a text (see appendix G) and used the Insert Method, a coding reading system. Individually, students read a text about “My friend Peter”. In the text, they could use some symbols like this ✓ if something was already known by students, a question mark if they did not understand something or if something was confusing, an exclamation mark if something unusual or surprising was in the text, and a plus sign if there was something new in the text (Vogt and Echevarría 33). The reading strategy used was scanning since they had to answer some questions.

In the other language objective, students asked the teacher questions about something they did not understand within the text, answered some questions, and confirmed or disconfirmed their answers. Another activity was to localize some countries and nationalities from the reading on a map. This type of reading is called “label”, and the reading strategy used was intensive reading. The fifth language objective was to introduce students to their classmates and then practice a dialogue using a card. They asked some questions like where are you from?, what is your nationality?, and what’s your name? For this exercise an inside-outside circle interaction activity was used (Vogt and Echevarría 110). The type of text is “messages.” The students used intensive reading in order to do this task. Also, all students asked some questions to their classmates in order to complete a chart. Finally, a test was given to the students. First, students formed groups of four according to the biography card information. This biography card is composed of some dimensions:

The sociocultural, linguistic, cognitive, and academic dimensions. Although each dimension relates to specific aspects of a student’s biography, the dimensions are intertwined. Knowledge of all four dimensions is necessary to obtain a holistic understanding of the student (Herrera, Kavimandan, and Holmes 3).



Each group received a small board and a marker. They were shown a question or an incomplete sentence; they decided in groups the correct answer and a designated student displayed the group's response. Message is the type of reading applied, and the intensive reading was employed as a reading strategy (see appendix H).

The second lesson plan was about some useful expressions. It was taught from May 6<sup>th</sup> through May 10<sup>th</sup>. The key vocabulary was: "Look out! Are you all right? I'm fine, awesome. I'm sorry, see you." In the higher order thinking skills, students will think when, or in what situations, they could use the new learned expressions. As visual resources, some copies of sentences, and a dialogue, a tablet, and pictures were employed. In this lesson plan, there was one content objective. Students learned some expressions that would be useful in a dialogue or everyday conversations, and the language objectives were to listen and fill in some blanks, practice a dialogue, read different situations, and use the correct expressions according to the situation. With regard to the building background, students did the "picture this activity". They received a copy. First, they drew what they saw on the computer. Then they wrote what they saw when they looked at the picture. After that, they wrote down what they thought the picture referred to. Then they read a dialogue and copied a sentence with the new phrases. Finally, they deduced the meaning of the phrases. The type of reading was message, and the reading strategy applied was intensive reading.

With regard to the first language objective, students did framed outlines (Vogt and Echevarría 62). They were given a dialogue and completed it using some useful expressions learned in the "picture this activity" (see appendix I). It was an individual activity. The type of text utilized was message, and the reading strategy was intensive reading. The second language objective was accomplished by using groups. Students formed groups in order to practice the dialogue. In order to form the groups, each student received a card with the new vocabulary. They had to look for other students with the same word or phrase. Then they presented it to the class. The next strategy was cards. Students watched short power point presentations. Then they were given them some cards with some options as answers such as "look out," "awesome," "see you!" "Are you all right?" "I'm sorry," and "I'm fine." Students chose the right answer and showed the correct card to the class. This activity was based on the *99 Ideas and Activities for*





*Teaching English Learners with The Siop Model* (Vogt and Echevarría 55). This activity was done in order to achieve the third language objective. Message was the type of text, and intensive reading was the reading strategy. As a test, there were some pictures in the classroom, each with a description and a number. The students received a chart, and individually they looked at the pictures and read the descriptions. In the chart, they wrote one of the new learned expressions according to the situation of the picture (see appendix J).

The third lesson plan was about the plural of singular nouns and irregular nouns. It was imparted from May 13<sup>th</sup> through May 17<sup>th</sup>. The key vocabulary was about singular and plural of regular and irregular nouns. In the higher order thinking skills, students could answer how to form the plural of regular or irregular nouns. The resources that were used were the following: construction paper, tape, cards, newspapers in English, pictures, and dictionaries. In the content objective, students learned to form the plural of singular nouns and irregular nouns. There were four language objectives for this class. The first one was to enable the students to link backgrounds and experiences with new knowledge. In order to do this, the students read a text, drew and wrote the meaning of the highlighted words in order. In the second language objective, students were enabled to classify the nouns according to the rules of the plural of singular nouns. Also, students were enabled to classify some plural nouns according to the rules, and finally they were able to find some nouns in plural and singular in some newspapers.

In order to connect the students' prior knowledge with the new class, the "4-corners vocabulary" was used (Vogt and Echevarría 40). First, they formed groups: two groups of three students and three groups of two students. The groups were formed by giving students some cards with some nouns in plural and singular. Each student had to read the word and find a classmate who had another card with the plural or singular form. This idea was based on "10 Creative Ways to Form Groups" (Honeycutt). Then they received two 4-corner-vocabulary charts and a part of a reading (see appendix K). They read the part of the text and paid attention to the highlighted words. In the 4-corner-vocabulary chart, they drew what the highlighted word meant. After that, they copied the definition of the word from a dictionary. Then they transcribed the sentence where the highlighted word was used. Finally, they wrote the vocabulary word. The type of reading was message, and the reading strategy was reading for detail. This activity supported



the students to learn the meaning of words in context. Then they shared what they learned with the whole class. In order to get the second language objective, the students worked in the “extension wheel strategy” to classify the nouns (Herrera, Kavimandan, Holmes 114). First, a construction paper with the extension wheel template was displayed on the board. In the center, the title, “Plural of Regular Nouns” was written. The teacher asked students to place the highlighted words of the reading in the third circle. Then the students were presented with the rules to form the plural of regular nouns, and in the groups they placed the rules in the correct examples.

The other language objective was accomplished by practicing placing some words in the correct place of the extension wheel. First, students formed new groups by using pictures. Each student had a part of a picture. They had to find the other parts and formed groups of three students. Then each group received some nouns in the singular and plural form. They read the words and carefully decided which rule of the plural of nouns they belonged to and then placed them on the extension wheel on the board. Also, they got some singular nouns, read the words, formed the plural of the nouns and placed them on the extension wheel. As they also had an “extension wheel” worksheet, they completed it individually. The type of reading was labels, and the reading strategy was intensive reading.

Finally, some newspapers were given to students. Their task was to find some singular nouns and form plural nouns. They also could find some plural nouns and place them in the correct column of a table about the rules of the plural of nouns. This activity was used as a test. The type of text was catalogs, and scanning was the reading strategy. This activity was based on the activity called “Realia, Photos, and Illustrations” (Vogt and Echevarría 25) (see appendix L).

In the fourth lesson plan, students learned to send and receive e-mails. The key vocabulary was e-mail and message body. In order to develop the higher order thinking skills in the students, they answered why it was important to know how to send and receive emails. As visual resources, they used computers, copies, internet, American students’ and other students’ e-mails, teacher’s and students’ e-mails. The content objective for this lesson was to receive and answer e-mails about their favorite ways of entertainment. There were five language objectives. The first one was to brainstorm what they knew about e-mails, what



they wanted to learn, and what they learned about emails. The second language objective was to be able to identify the correct steps to enter an e-mail. The third language objective was to be able to classify the most important parts of an e-mail. The fourth objective was to learn how to send an email, and in the last one, students received and answered some e-mails from students from the USA and other students from Azogues city.

The “KWL chart” strategy was applied in order to assess pupils’ knowledge about e-mails. First, they received a KWL chart template. After presenting the topic, emails, they completed the first column about what they knew about emails. Then they completed the second column about what they wanted to learn. At the end of the lesson, they filled in the third column about what they learned in that lesson. Finally, we shared students’ answers with the whole class. They used the following phrases in order to express what they wrote: “I know that....., I want to learn....., and I learned.....” (Vogt and Echevarría 27)

As a first activity, students obtained an envelope with the steps to enter in an e-mail. They worked in groups. The groups were formed by playing “Simon Says.” For example, the teacher said “Simon says, ‘form groups of two’,” and the students had to make groups of two. In groups of three, students put the steps in the correct order. After that, the teacher checked them with the whole class by opening the e-mail and using a projector. Socorro G. Herrera and Kevin G. Murry express that grouping formation is part of the interaction component of the sheltered method of instruction (263). Message reading was the type of reading, and intensive reading was the reading strategy that was applied.

At this point in the learning process, the students looked at an e-mail and identified the two most important parts of a text of an e-mail and wrote these names in the correct places. This activity was done in the same groups as those of the previous task. The type of reading was forms, and the reading strategy was skimming.

Individually, students took a test about e-mails. Then through the use of a projector, the students and the teacher sent e-mails to each other. In the week before this lesson, they had opened an e-mail account. They went to an internet center and created their e-mail accounts. As a practice using e-mails, reading and writing short texts, e-mails were sent to them. One of them was the teacher’s e-mail and the other one was some American students’ e-mails. The students’ task



was to read and answer these emails. The topic of the e-mails was their favorite forms of entertainment. The type of text was message, and the reading strategy was intensive reading. Two objective tests about how to send an e-mail and how to open an e-mail were used. For review and assessment, the students' e-mails were graded using a rubric. The rubric was designed based on others, considering the student's level, and the purpose of the e-mails (see appendix M).

The fifth lesson plan was about making requests. It was employed from May 27<sup>th</sup> through May 31<sup>st</sup>. The key vocabulary was about: "Can you...? And Can I...?", and some verbs such as "spell, ask, give, help, wait, turn on, turn off, come, and pick up". Students were able to use the expressions "Can you...?" or "Can I...?" with some verbs to make different requests. As visual resources, pictures, copies, construction paper, and cards were utilized. There were two content objectives for this lesson:

- 1 Students learned to use Can you...? or Can I...? to make requests.
- 2 Students learned to accept or refuse a request courteously.

In order to obtain these content objectives, six language objectives were designed.

- Students matched the verbs with the correct pictures.
- Students read a dialogue in order to practice the new vocabulary.
- Students practiced the use of Can you...? Or Can I...? using the vocabulary card strategy.
- Students read some clues in order to make requests.
- Students read and unscrambled questions.
- Students prepared a dialogue in order to complete an identification card.

The strategy utilized in the building background was matching. Students worked in groups of four students. The groups were formed according the first letter of their names. An envelope was given to each group with some verbs and some pictures. They matched the verbs with the correct pictures. Then they shared it with the whole class by putting them on a chart on the board. The chart was divided into four parts: key word, picture about it, using the word in a sentence, and meaning. After checking if the verbs matched with the correct pictures, in the same groups they employed them in sentences and wrote them in the correct column in the chart. Finally, they wrote the meaning of the word. This activity was based on what Socorro G. Herrera and Kevin G. Murry advocate.



They say that supplementary materials like “hands-on, visual, and kinesthetic material” (qtd. in 267) must be used by students, since they support them to “practice new vocabulary and language structures” (267).

In the second language objective, students read a dialogue (see appendix N) and underlined the questions where the new vocabulary appeared. They worked in pairs. Then they wrote these questions on a big chart. The chart was divided in three parts: questions, positive answers and negative answers. After that, they tried to figure out what the questions meant. Moreover, they classified the positive and negative answers by highlighting them. The type of reading was messages, and scanning was the reading strategy that was applied, since they had to look for specific information in a dialogue. “Emphasizing key vocabulary helps CLD students connect what they know to new words in the target language” (qtd. in Herrera and Murry 275).

The third objective was fulfilled by the students when they formed pairs by finding a partner who had the other part of a picture. Cards with pictures and some questions were given to them. Their task was to complete the questions with the correct verb. Then student A made a request to student B, who answered it using a card with positive or negative answers, and then they changed the roles. “Students acquire new words best when they encounter words several times in meaningful contexts” (qtd. in Herrera and Murry 276).

Another activity was a whole class activity. A chart was displayed on the board with numbers from 1 to 15 and behind each number there was a clue to make a polite request. A student chose a number and a classmate read the clue and made a request using “Can you....?” Or “Can I...?” And the other student answered positively or negatively. For example, student A selected a number and another student, student B. The clue “pick up the eraser” was hidden behind the selected number. Student A made a request grammatically correct, and student B answered it. Students should be exposed to a variety of chances to practice the new language (qtd. in Herrera and Murry 281).

Another activity was scrambled questions; the students stood up and tried to unscramble the questions and to write them correctly. The scrambled questions were located on the walls of the class. In this activity students worked individually since it was the test (see appendix O).



From June 3<sup>rd</sup> through June 7<sup>th</sup>, the sixth lesson plan was employed. It was focused on information questions. The key vocabulary was to identify the wh- questions: who, what, where, when, how, and why. In order to develop the higher order thinking skills the students were prompted to ask different kinds of questions to obtain information from diverse types of events. Newspapers, construction paper, pictures, small boards, and copies were utilized as visual resources and materials.

The first content objective was to learn to use and understand the six types of wh- questions, and the second one was to gather information from different events by using the information of the wh- questions. In order to obtain these content objectives five language objectives were planned.

- Students wrote or drew what they thought about some words.
- Students identified wh- questions and how to use them.
- Students got some information by using the wh- questions.
- Students practiced using the wh- questions by the “find someone who” strategy.
- Students wrote and answered some questions as a review test.

According to Socorro G. Herrera and Kevin G. Murry,

When building background during instruction, effective teachers always begin lessons by helping students evoke memories of personal or educational experiences relating to the key content concepts in the lesson (274).

Based on this concept, in the first language objective, students worked in pairs in an activity called “Linking language” (Herrera, Kavimandan, and Holmes 13) in order to see how much they perceived about wh- questions. The groups were formed by using the wh-question cards. Each student received a card, and the students had to find another student with the same word and form pairs. First, there were six posters around the classroom with the six types of wh- questions (who, what, where, when, how, and why). Each student read them, and wrote or drew what they meant, for later when the teacher used them. Each pair began with a poster and continued with the other posters. Then everyone worked as a whole group by reading the answers and highlighting the same responses and the correct ones.



After that, in order to have a general idea about the new vocabulary, a “Vocabulary Quilt” strategy was created by using the posters (Herrera, Kavimandan, and Holmes 78). “The Vocabulary Quilt is a way to have students record their individual thoughts on paper so the ideas can collectively become a part of a learning tool shared by the group members” (Herrera, Kavimandan, and Holmes 79). After the Vocabulary Quilt Strategy, a graphic organizer was completed by using the new vocabulary learned. Next, they made a “foldable” to summarize what they had learned in the class. Socorro G. Herrera, Shabina K. Kavimandan, and Melissa A. Homes state that

At the beginning of the strategy, students share their initial thoughts about the target words and concepts. During the lesson, students use the Foldable to practice and apply their developing understanding of the new material. At the end of the lesson, students are able to use the Foldable for review and assessment of the vocabulary and concepts, while keeping in mind their linguistic and cultural connections (64).

Following the use of the “foldable,” the students formed pairs. Each pair had some pictures about people, things, events, time, places or animals. The pairs located each of their pictures in the correct column of a wh- question chart that was on the board. For example, if they had a child, they stuck it on the “who” column. Then some questions and answers about the pictures were placed in different cans. Each pair drew questions from the cans, read the questions aloud, and then placed them under the correct picture. Then they took the answers out and stuck them on the correct question. After that, we checked with the whole class. This was the “Canned Questions” strategy (Vogt and Echevarría 77). In this activity, students demonstrate “analysis by categorizing, classifying, comparing and contrasting” (Vogt and Echevarría 77). In conclusion, the students copied some questions and answers in their foldable.

Another strategy was “Response Boards” (Vogt and Echevarría 185). This strategy allows “the teacher a chance to assess whether students have grasped the fundamentals of a lesson before moving on” (Vogt and Echevarría 185). Students formed pairs, and each pair received a wh- question. They were presented with a picture, and each pair wrote a question using their wh- question and displayed it to their classmates. The classmates read the question and





decided if it was correct or not. After checking the questions, they wrote down the question near the picture, and finally, they noted down some questions in their foldable.

The next activity was “Find Someone Who” (Vogt and Echevarría 182). All the students wrote questions using the wh-questions and interviewed their classmates in order to acquire information. Students had to read the questions. They developed the intensive reading strategy.

Finally, students worked on a test individually. There were some pictures or events on the walls, and each student walked around the classroom reading the words or phrases on the pictures in order to write questions (See appendix P).

The last lesson plan focused on describing hair style. The key vocabulary was long, medium length, short, bald, curly, wavy, straight, brown, black, light brown, and blond. As the objective in the higher order thinking skill, the students learned to describe their own and others’ hair. The content objective for this class was the same as the higher order thinking skill, to describe their own and others’ hairstyles. The language objectives were the following: to predict the topic of the class; to read about hairstyles; to complete a related graphic organizer; to listen to and practice pronouncing the adjectives used to describe hair; to use some adjectives to describe hair; and to describe people.

In order to activate the students’ background knowledge, they unwrapped the “Surprise book” (Vogt and Echevarría 44) little by little so that they could guess the topic of the class. When the whole book was unwrapped, the students had the chance to know the theme of the class. This activity “activates students’ background knowledge, while sparking their interest through the element of surprise” (Vogt and Echevarría 44).

After this activity, students worked in pairs with the strategy “Directed Reading-Thinking Activity” (Vogt and Echevarría 69). First, they predicted what the reading was about by looking in the “surprise book” and they attempted to complete a graphic organizer about hairstyles.

Second, they read a passage silently and found out if their predictions were right or wrong. After that, the whole class read the reading and checked the graphic organizer.

Finally, students received some magazines and cut out pictures to paste in the graphic organizer according to the descriptive word. Then they heard the



description of a person and drew the person as they “heard” her or him described. Then each one wrote a description of a person and told that to their classmates so that they could draw it.

. In addition, the students did the “Is it complete?” strategy (Vogt and Echevarría 103). They were divided in groups of four. Then each group received some adjectives. For example, group 1 took adjectives that describe the color of hair, the style or the length of the hair. Then they looked at some pictures and described the pictures using complete sentences.

Finally, as a test, students looked at some pictures about people and some sentences describing people. Then they read the descriptions and matched them with the correct pictures (see appendix Q). A summary chart of the seven lessons can be seen on appendix R.

### CHAPTER III: ANALYSIS OF DATA RESULTS

According to the studies done in 1997-1998 and 1998-1999, a pre-test and post-test were applied to the treatment group and control group to collect data and analyze the outcomes, to demonstrate if the Sheltered Method of Instruction improves the writing skill in English language learners (Echevarria, Vogt, and Short 237-239). My study takes a similar course. A pre-test and a post-test were given to the students to collect data.

To analyze the scores of the pre-test and post-test of this research, the methods of descriptive statistics and inferential statistics were applied. Descriptive statistics describe the data (Mackey and Gass 250; Trochim; Hebl). According to Alison Mackey and Susan M. Gass, “descriptive statistics can help to provide a simple summary or overview of the data” (250). Graphics and tables were used for this analysis (Trochim). On the other hand, inferential statistics get results that fit beyond the sample results (Mackey and Gass 269; Trochim). This means that “Given that it is impossible to gather data from all members of the population, inferential statistics can allow researchers to generalize findings to other, similar language learners” (Mackey and Gass 269). In the inferential statistics, three kinds of analysis were used: confidence interval, t-test, and Fisher test (Tenesaca).

The data of this research is analyzed descriptively. First, the pre-test and the post-test scores are analyzed, question by question. The pre-test and the post-test were completed by the twelve students as shown on table 2 on appendix S.

After the pre-test, there were seven classes planned. Each one lasted one week. In the following table, the students' scores of the pre-test on the seven classes, and of the post-test can be observed on appendix T. Each class was graded over different scores

The following figure displays overall information in percentages about the ninth-grade class performance from the pre-test through the post-test.

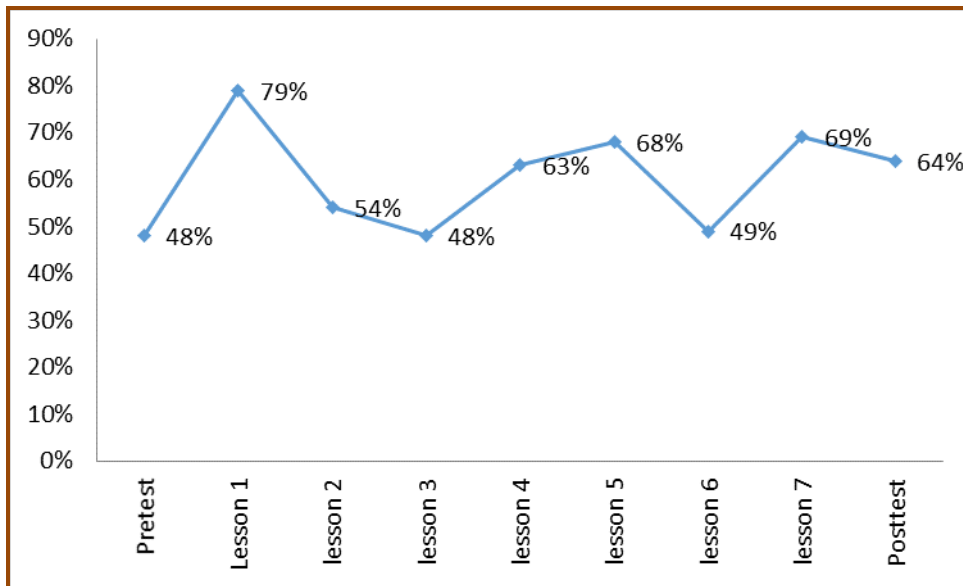


Fig. 1 Class performance from the pre-test through the post-test.

This line chart gives a clear picture about the class performance. The students acquired a lower percentage in the pre-test and in classes 3 and 6, but they acquired higher percentages in classes 1, 2, 4, 5, and 7, and in the post-test. Analyzing classes 3 and 6, the topics of these classes were based on a grammar structure. For example, class 3 was about singular and plural of nouns, and class 6 was about information questions. On the other hand, the classes, where the students get higher percentages, were based on topics like countries, e-mails, requests, hairstyle, and useful expressions. The first lesson about countries and nationalities had the higher percentage of 79%. Then the students' performance declined considerably in classes 2 and 3 to 54% and 48% respectively. In classes 4 and 5, the students' performance rose moderately to 63% and 68%. Then a dramatic fall can be observed in class 6 with 49%, and in the last lesson there is a significant recovery to 69%. The post-test had a percentage of 64%.

The mean and the standard deviation were used to analyze the scores of the pre-test and post-test in the study done in 1997-1998 and 1998-1999. Likewise, the mean and the standard deviation of the results of the pre-test and post-test are presented in this study. According to the WWC Intervention Report, by The United States Department of Education, Standard Deviation displays how much difference occurs in the interpretations in the sample. "A low standard deviation indicates that the observations in the sample tend to be very close to the mean; a high standard deviation indicates that the observations in the sample tend to be spread out over a large range of values" (7).

Table 2

## PRE-TEST AND POST-TEST SCORES, THE AVERAGE AND THE STANDARD DEVIATION

Nº of students	Pre-test	Post-test	Difference	di-d	(di-d) <sup>2</sup>
	Score: 50	Score: 50			
1	26.5	31.5	-5	2.91	8.4681
2	31	37.5	-6.5	1.41	1.9881
3	22.5	38.5	-16	-8.09	65.4481
4	18	32.5	-14.5	-6.59	43.4281
5	20	32	-12	-4.09	16.7281
6	36.5	38.5	-2	5.91	34.9281
7	28	29	-1	6.91	47.7481
8	33	42.5	-9.5	-1.59	2.5281
9	21	28.5	-7.5	0.41	0.1681
10	14.5	26.5	-12	-4.09	16.7281
11	18.5	20	-1.5	6.41	41.0881
12	17	24.5	-7.5	0.41	0.1681
<b>Average</b>	<b>23.875</b>	<b>31.7916</b>	<b>-7.91</b>	Sumatoria	279.4172
<b>Standard Deviation</b>	<b>7.0133801</b>	<b>6.5832374</b>	<b>5.039991582</b>		<b>5.03999639</b>
	Pre-test variance <b>49.1875</b>	Post-test variance <b>43.3390152</b>			

The displayed results show a significant increase from the pre-test to the post-test. The average in the pre-test was 23.875 over 50, and the average in the post-test was 31.7916 over 50. This means that there was an increase of 7.91. It is clearly noticeable that each student obtained higher scores in the post-test than in the pre-test.

Besides, in order to determine if the outcomes were statistically significant, an analysis of the co-variances was done in the study done in 1997-1998 and 1998-1999. In the same way, in this study, the data of the pre-test and post-test were analyzed using the confidence intervals for means that are intervals built by using a process that will determine the population mean of a specified proportion of security, typically either 95% or 99% (Lane). According to Nardo Tenesaca, “the confidence level means the certainty level to affirm that the interval will be inside the calculated value. It will be used to determine the difference of population means” (Tenesaca).

The confidence interval was obtained through the following formula:

$$\mu_d = \bar{d} \pm t_{n-1} \frac{S_d}{\sqrt{n}}$$

$\mu_d$  : is the difference between the population means.

$\bar{d}$  is the mean of the differences. 7.91

$t_{n-1}$  is the statistic t with degrees of freedom 11

$S_d$  is the standard deviation of the sample differences. 5.039996392

$n$  is the number pair of samples. 12

According to the confidence interval, with a level of confidence of 95%, the improvement of the reading skill applying the Sheltered Method of Instruction can go from 11.11228252 to 4.707717477. This means that the post-test is superior to the pre-test in a range of 4.707717477 to 11.11228252. This demonstrates that the Sheltered Method of Instruction improved the reading skill in the ninth-grade students.

Moreover, a paired t-test was applied to the results of the pre-test and post-test of the study carried out in a school in Midwest in 2010. This kind of test was applied when the pre-test and post-test were used on the same group in order to make a comparison of the paired means. According to Lynne Borden, in her article "Understanding t-Tests a How-To Guide," a t-test "is a type of inferential statistic, that is an analysis that goes beyond just describing the numbers provided by data from a sample, but also seeks to draw conclusions about these numbers among populations" (2). This type of inferential statistic will provide enough information to recognize if the difference between the two groups of scores is statistically significant (Borden 2; Colosi 4). The type of t-test that was used in this project was the paired t-test, because it "is used when the groups are not independent" (Mackey and Gass 272). If the dependent sample t-test was significant and the

mean of the post-test scores were higher than the pre-test scores, we could determine that the sheltered method of instruction methodology had a positive effect on students' reading skill. For the analysis of the data, a dependent sample t-Test was used, since the pre-test and the post-test depend on each other (Borden 2). The t-test is used to compare paired means (Tenesaca).

The paired t-test formula is the following:

$$t_0 = \frac{\bar{d}}{S_D / \sqrt{n}}$$
$$\mu d = \mu X - \mu Y$$
$$|t_0| > t_{\alpha/2, n-1}$$

**Rejection criteria**

$\mu d$  is the difference between the population means.

$\mu X$  is pre-test mean.

$\mu Y$  is the post-test mean.

$t_0$  means the calculated value

$\bar{d}$  is the mean of the differences -7.91

**Sd** means the Standard Deviation 5.039991582

**n** is the number of students 12

$t_{\alpha/2, n-1}$  means statistic t over 95% of confidence and n-1 degrees of freedom.

$$t_0 = 5.43671893 > 2.201$$

Stating the hypothesis:

Ho:  $\mu x = \mu y$  Null hypothesis: the mean of the pre-test is equal to the mean of the





Post-test.

HA:  $\mu_x \neq \mu_y$  Alternative hypothesis: the mean of the pre-test is not equal to the mean

of the post-test.

Ho:  $\mu_D = 0$  Null hypothesis: the difference of the population means is equal to zero

HA:  $\mu_D \neq 0$  Alternative hypothesis: the difference of the population means is not equal to zero.

According to this formula, if the calculated value is larger than the t critic value, the null hypothesis is rejected. The population means are not equal. The calculated value is 5.43671893 larger than the t critic value 2.201. As a conclusion, the null hypothesis can be rejected since the population means are not equal. Therefore, it is confirmed that the population means are not equal. This confirms the efficacy of the Sheltered Method of Instruction.

Finally, in the study done in a school in Midwest to “examine the reading achievement of elementary ELLs in classrooms” (McIntyre, Ellen, et al.) a Fisher test was used to demonstrate if the results were statistically significant.

The Fisher test “is a statistical significance test used for small sample sizes” (Foster). The goal of the F-Test is to “test if variances from two populations are equal” (F-Test for Equality of Two Variances).

The F test formula is:

$$F_o = \frac{S_x^2}{S_y^2}$$

Rejection

Criteria

$$F_o > F_{\alpha / 2, nx - 1, ny - 1}.$$

*o.si*

~ ~ ~

$$F_o < F_{1 - \alpha / 2, nx - 1, ny - 1}.$$



$$F_0 = \frac{S_x^2}{S_y^2}$$

Calculated value is equal to the variance of the pre-test with respect to the variance of the post-test.

$F_0 > F_{\alpha/2, nx-1, ny-1}$  Calculated value is greater than F critic value right side.

$F_0 < F_{1-\alpha/2, nx-1, ny-1}$  Calculated value is less than F critic value left side.

$$F_0 = \frac{S_x^2}{S_y^2}$$

$$49.1875 / 43.3390152 = 1.134947341$$

$$F_0 > F_{\alpha/2, nx-1, ny-1} \text{.cola.derecha}$$

*o.sí*

$$1.134947341 < 3.474$$

$$F_0 < F_{1-\alpha/2, nx-1, ny-1} \text{.colaizquierda}$$

$$1.134947341 > 0.288$$

Setting the hypothesis:

$H_0 : \sigma_x^2 = \sigma_y^2$  Null Hypothesis: variance 1 of the pre-test is equal to variance 2 of the post-test.

$H_A : \sigma_x^2 \neq \sigma_y^2$  Alternative Hypothesis: variance 1 of the pre-test is not equal to variance 2 of the post-test.

$H_0 : \frac{\sigma_x^2}{\sigma_y^2} = 1$  Null Hypothesis: Variance 1 of the pre-test with respect to variance 2 of the post-test is equal to 1.

$$H_A : \frac{\sigma_x^2}{\sigma_y^2} \neq 1$$



Alternative Hypothesis: Variance 1 of the pre-test with respect

to variance 2 of the post-test is not equal to 1.

According to the variance hypothesis, the null hypothesis is not rejected. This means that the population variances are not rejected. It reinforces the paired t-test, which manifests that the means are different.

In conclusion, three kinds of tests, a confidential interval, a paired t-test and a fisher test, were applied to the results of the pre-test and post-test to demonstrate that the Sheltered Method of Instruction improved the ninth-grade students' reading skill. The results of these tests have confirmed to be statistically significant.



## CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

The aim of this research was to improve the reading skills of 9<sup>th</sup> Grade students at the Semira Bayas Educational Center by applying the Sheltered Method of Instruction. This study had two specific objectives: (1) to apply the Sheltered Method of Instruction to improve the reading comprehension and vocabulary of these learners in the context sub-skill and (2) to measure their progress to determine if their reading skills had improved.

Even though only a small number of students took part in this research, the findings suggest that they have achieved higher scores in the post-test than the pre-test. This suggests that the students have improved their reading comprehension sub-skill. Their advancement was more than 50% after five lessons and not much less than 50% after only two lessons.

The results of this study support the assumption that the Sheltered Method of Instruction can improve students' reading skills.

Also, the findings of this study suggest that the topics of the lessons were an essential feature that influenced the students' performance. The lessons that focused on the students' interests had higher scores than the topics where the focus was on grammar. For example, in the lessons about the singular and plural of nouns and informational questions, the students did not obtain a high percentage. On the other hand, the lessons that were based on topics like Countries, E-mails, Requests, Useful Expressions, and Hairstyle achieved a high percentage.

The outcomes of this study have also indicated that by applying the Linking Language Strategy, Anticipatory Reaction Guide Strategy, Insert Method, Interaction Activities, and Inside-and-outside Circle, students increased significantly their vocabulary about countries and nationalities, in the course of the first lesson.

The purpose of the second lesson was to improve students' comprehension of some useful expressions. This research has demonstrated that strategies like Picture This, Framed Outlines, and Cards support students in a better understanding of new phrases. Also, strategies like KWL charts, ordering, and writing e-mails to other students have been confirmed as ones that advance the students' better comprehension. The results of this research further indicate that if we use Matching Strategy, Dialogues, Cards, Making and Answering



Requests, the students will probably improve their comprehension when making requests. Moreover, another contribution of this study for increasing vocabulary acquisition is the application of strategies like Surprise Book and the Directed Reading-Thinking activity that can expand the students' vocabulary.

In addition to all of the above, this study enhances the understanding of what the Sheltered Method of Instruction is. In general, it seems that a variety of strategies could be applied in class to support students in improving their reading skills. Besides, these strategies can be used to improve other skills like listening, speaking, and writing.

Having analyzed the data, and presented the results, some suggestions and recommendations can be made.

Although this study focused on improving the reading skills of low-level English students, further work needs to be done in order to improve other skills like listening, writing and speaking, by applying the strategy to different English level students.

It would be interesting if other English teachers also tried this method in their classes. However, teachers who want to use the Sheltered Method of Instruction should be trained in this method in order to help their students get better results.

This study used the Sheltered Method of Instruction to teach English. If similar research studies were undertaken, they should be applied for a longer period of time in order to collect more data, since this research was applied only for a few weeks.

Another recommendation is that further research studies should use both an experimental group and a control group, since having only one group inevitably reduces the validity and generalizability of any research.

Finally, some limitations should be considered. First is the small sample size. This research was applied in the ninth-grade of basic education to a group of only twelve students. Another limitation was the absence of some students in some of the classes. The third limitation was the selection of the topics for the classes. As part of the Ecuadorian Educational System, the topics were selected according to the annual teaching and unit plans. Another limitation was the lack of internet at the school. For this reason, only one e-mail could be sent, because students had to go to an internet service in order to send e-mails.



In conclusion, the application of the Sheltered Method of Instruction improved the vocabulary expansion and reading comprehension of the ninth-grade students according to their level, by applying different strategies of this method.

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## APPENDICES

## Appendix A

FIGURE 3.3 Lesson from Vogt, M.E., Echevarria, J., & Short, D. (2011). *The SIOP® Model for Teaching English-Language Arts to English learners*. Boston: Allyn & Bacon

## SIOP® LESSON PLAN, Grade 1 Day 1: Building Content Vocabulary

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to . . . ;  
HOTS = Higher Order Thinking Skills; SF = Student friendly

**Unit:** Character Analysis

**SIOP® Lesson:** Building Content Vocabulary  
**Grade:** 1

**Content Standards:** 2.1 Acquire and use new vocabulary in relevant contexts.

**Key Vocabulary:**

**Content Vocabulary:** *dragon, mean, fierce, scary, claws, scales, nostril*

**Academic Vocabulary:** *traditional, nontraditional*

**HOTS:** What are some differences between the dragons in the pictures? What would happen if a dragon landed on our playground? Why?

**Supplementary Materials:**

- Word-Definition-Picture Chart (teacher-made)
- Word Web with the words *Characteristics of a Dragon* in the middle (see Appendix E, #11).
- Sentence strips
- A Practical Guide to Dragons* (Trumbauer, 2006)
- Chart with the following sentence frames:  
The dragon is \_\_\_\_\_.  
The dragons are \_\_\_\_\_.  
The dragon looks \_\_\_\_\_.  
I think the dragon is \_\_\_\_\_.

**Connections to Prior Knowledge/ Building Background Information:**

**Links to Students' Background Experiences**—SW orally share information they know about dragons.

**Links to Prior Learning**—Students are familiar with the format and have ample practice in use of both the Word-Definition-Picture chart and the Word Web. Show students the Word-Definition-Picture chart. Review and discuss all of the vocabulary words on the chart. Add these words to a Word Web with the phrase *Characteristics of a Dragon* in the middle.

Objectives:	Meaningful Activities/Lesson Sequence:	Review/Assessment:
<p><b>Content Objectives:</b></p> <p>1. SWBAT identify characteristics of a traditional dragon by looking at pictures of dragons.</p> <p>SF: Your job today is to look at pictures and describe a traditional dragon.</p> <p><b>Language Objectives:</b></p> <p>1. SWBAT orally describe characteristics of a traditional dragon to a partner in a complete sentence.</p> <p>SF: Your job today is to describe dragons to your partner in a complete sentence.</p> <p>2. SWBAT write a sentence describing the characteristics of a dragon.</p>	<ul style="list-style-type: none"> <li>• TW post and orally explain content and language objectives.</li> <li>• TW ask if students have ever seen pictures, read about, or seen a cartoon or movie about a dragon (e.g., Donkey's girlfriend in <i>Shrek</i>).</li> <li>• TW show pictures of traditional dragons and tell students that their job is to describe the dragons to their partner. TW add adjectives produced by students on <i>Characteristics of a Dragon</i> Word Web.</li> <li>• With a partner, SW orally complete the following sentence frames using the Word Web.</li> </ul> <p>The dragon is _____</p> <p>The dragons are _____</p> <p>The dragon looks _____</p> <p>I think the dragon is _____</p>	<p>Ask students to volunteer adjectives, but give opportunities to share with a partner before adding to the chart. Observe students as they share.</p> <p>Monitor students and promote discussion beyond the assigned statements for those who have the language ability.</p> <p>Allow students to read their partner's sentence to relieve anxiety and provide practice.</p> <p>(continued)</p>

Fig. 2 A Lesson Plan based on the SIOP model (Echevarría and Graves 49).

**FIGURE 3.3** Continued

**SF:** Your job today is to write a complete sentence about a dragon.

- SW volunteer to read their descriptive sentence or their partner's descriptive sentence.
- SW write a description of their favorite dragon on a sentence strip using following frame:  
My favorite dragon is because \_\_\_\_\_.

Collect the sentence frames for evaluation and then place them in a pocket chart for further reading by the students.

**Wrap-up:** SW read their descriptive sentences to a partner. TW place sentence strips in pocket chart and revisit periodically.  
Review content and language objectives with students.

Fig. 2 Continued Lesson Plan based on the SIOP model (Echevarría and Graves 50).



Appendix B

**The Sheltered Instruction Observation Protocol (SIOP®)**  
(Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer(s): \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Class/Topic: \_\_\_\_\_  
 ESL Level: \_\_\_\_\_ Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given) \_\_\_\_\_  
 Total Points Earned: \_\_\_\_\_ Percentage Score: \_\_\_\_\_

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

	Highly Evident	3	Somewhat Evident	1	Not Evident	0	NA
<b>Preparation</b>							
1. <b>Content objectives</b> clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Language objectives</b> clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <b>Content concepts</b> appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
<b>Building Background</b>							
7. <b>Concepts explicitly linked</b> to students' background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Links explicitly made</b> between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. <b>Key vocabulary</b> emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
<b>Comprehensible Input</b>							
10. <b>Speech</b> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. <b>Clear explanation</b> of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. <b>A variety of techniques</b> used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
<b>Strategies</b>							
13. Ample opportunities provided for students to use learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fig. 3 The Sheltered Instruction Observation Protocol (SIOP) (Echevarría, Vogt, and Short 228).

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	Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	
14. <b>Scaffolding techniques</b> consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. A variety of <b>questions or tasks that promote higher-order thinking skills</b> (e.g., literal, analytical, and interpretive questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
<b>Interaction</b>						
16. Frequent opportunities for <b>interaction</b> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. <b>Grouping configurations</b> support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient <b>wait time for student responses</b> consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Ample opportunities for students to <b>clarify key concepts in L1</b> as needed with aide, peer, or L1 text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
<i>Comments:</i>						
<b>Practice/Application</b>						
20. <b>Hands-on materials and/or manipulatives</b> provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
21. Activities provided for students to <b>apply content and language knowledge</b> in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
22. Activities integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
<b>Lesson Delivery</b>						
23. <b>Content objectives</b> clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. <b>Language objectives</b> clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. <b>Students engaged</b> approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. <b>Pacing</b> of the lesson appropriate to students' ability level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
<b>Review/Assessment</b>						
27. <b>Comprehensive review</b> of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. <b>Comprehensive review</b> of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. <b>Regular feedback</b> provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. <b>Assessment of student comprehension and learning</b> of all lesson objectives (e.g., spot checking, group response) throughout the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						

Fig. 3 Continued The Sheltered Instruction Observation protocol (SIOP) (Echevarría, Vogt, and Short 229).





Appendix C

CONSENT FORM

San Nicolás, 11 de enero del 2013

CERTIFICADO DE AUTORIZACIÓN:

Por medio de la presente, quien suscribo, Luz María Emilia Guamán Yungaicela, en calidad de padre de familia del noveno grado de la escuela Semira Bayas, que se encuentra ubicada en el recinto San Nicolás, de la parroquia Cojitambo, autorizo a la Licenciada María Patricia González Parra, con número de cédula 0301835633, profesora de inglés de esta institución educativa, aplicar el proyecto de investigación “Application of the Sheltered Method of Instruction with a Focus on Reading Skill, in the 9th Grade of Basic Education of Semira Bayas Educational Center” para la obtención de su Masterado en Lengua Inglesa y Lingüística Aplicada.

Expido el presente certificado, a petición de la interesada. Autorizando a la peticionaria hacer uso de la presente como creyera conveniente.

Luz María Emilia Guamán Yungaicela



Appendix D

PRE-TEST

**SEMIRA BAYAS EDUCATIONAL CENTER  
PRETEST**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **GRADE:**

\_\_\_\_\_

**Objectives:** Determine the level of the students' knowledge and skills

**-READ THE QUESTIONS CAREFULLY. -REMEMBER THE EXAMEN IS INDIVIDUAL.**

**GOOD LUCK!**

**1.-Read the text and choose the correct option.3p**



Hello, my name is Karen. I am from the United States. I am in 9<sup>th</sup> grade. My classmates are from different countries. My best friend is Aleska. She is Polish.



She is from **(Portugal /Poland)**. I have two classmates from South America. They were



born in Ecuador. They are **(Ecuadorian/ Ecuadoran)**. Miki is a Chinese girl.



She is from Beijing, **(China /Chine)**. Nayeli is the best student. She is from Canada. She is **(Canadian /Canadense)**. One of my friends is Alondra. She is from Spain. She is



**(Spanese /Spanish)**. It is interesting to have classmates from different countries. I like to be with them.

**2.-Read the dialogue and write the correct option. 3p**

- a) Look out!
- b) I´m sorry!
- c) Are you all right?
- d) I´m fine.
- e) Awesome!
- f) See you!

Katty: \_\_\_\_\_, Leslie. There is a table in front of you.

Leslie: Ouch!

Katty: \_\_\_\_\_

Leslie: Yeah! \_\_\_\_\_

Katty: Hi, Leslie. Your bicycle is \_\_\_\_\_.

Leslie: Thanks! Let´s go to the park, Katty.



Katty: \_\_\_\_\_ I have math class.

Leslie: It's ok. \_\_\_\_\_

Katty: Bye!

### 3.-Read the text and choose the correct form of the **PLURAL OF NOUNS**. 4p

Hi, I am Carlos, and I live in Ecuador. I am in 10<sup>th</sup> grade. I study at “Semira Bayas” school. There are 120 (**students/ studentes**). There are 11 girls and 9 (**boies/boys**). In the first grade, there are 10 (**children/ childs**). My teachers are (**mans/ men**) and (**womans/ women**). In the break time, I have two (**sandwichs /sandwiches**). One is for me, and the other one is for my sister. My (**class/ classes**) last 45 minutes. My classmates come from different (**citys/ cities**).

### 4.- Read the following e-mail and answer the following questions. 4p

Outlook | Enviar Guardar Opciones Cancelar Kerly Dalton

Agregar un asunto Borrador guardado en 19:00

Para: Kerly Dalton  
Kerly-dalton@hotmail.com

CC y CCO: Diana gonzalez

Archivos adjuntos

Hi, Diana  
How are you doing?

I want to tell you about me. My name is Kerly Dalton. I am 12 years old. I am from Ecuador. I am Ecuadorian. I am in 7th grade at Semira Bayas school. I live in Azogues city. It is a nice city. I like to play soccer, read, watch tv and ride my bike. I have two brothers and a sister. I live with my parents. Their names are Helen and Joseph. My mom is an engineer, and my dad is a teacher at a school in Cuenca city. I love pets. I have two dogs and a cat. My favorite subjects are maths and English.

I would like you to write to me soon.  
Please, tell me about your age, favorite hobbies, friends, family, school, country and other things.  
hope to hear from you soon!  
Bye!

Kerly  
XOXXOXO

What is the text about?

- a) Kerly's personal information and favorite hobbies
- b) Diana's personal information and favorite hobbies

Who writes the e-mail?

- a) Diana González
- b) Kerly Dalton

Where is Kerly from?

- a) Ecuador
- b) United States

c) Colombia

What are Kerly's favorite hobbies?

- a) Play soccer, ride a bike and read
- b) Ride a bike, watch TV, and read
- c) Watch TV, play soccer, ride the bike and read

How old is Kerly?

- a) She is eleven years old.
- b) She is twelve years old.
- c) She is thirteen years old.

What is Kerly's nationality?

- a) Ecuadoran
- b) Ecuadorian
- c) Ecuador

Kerly's parents are

- a) Diana and Joseph
- b) Helen and Joseph
- c) Kerly and Joseph

Choose another way to begin an informal e-mail.

- a) Hello, Diana
- b) Good morning, Diana. How are you?
- c) Dear Diana,

**5.- Read the sentences and color. 4p**



The eighth book is black.

The first book is red.

The second book is blue

The sixth book is brown.

The fifth book is yellow.

The seventh book is pink.

The fourth book is white.

The third book is orange.



6.-Read Sofia’s schedule and classify the following words. 5p

Sofia Marca’s schedule					
August					
MONDAY 15 <sup>th</sup>	TUESDAY 16 <sup>th</sup>	WEDNESDAY 17 <sup>th</sup>	THURSDAY 18 <sup>th</sup>	FRIDAY 19 <sup>th</sup>	SATURDAY 20 <sup>th</sup>
Work in the office 8:30  Lunch 1:00  Gym Third session In the afternoon	Dance therapy (2 <sup>nd</sup> session) in the morning  Second Friend meeting in the afternoon  Take care of children at night	Play basketball 9:00  Go to the cinema 12.00  Go to the church 6:30	concert 8.00  swimming classes fifth session 3:00 in the afternoon  My birthday All night	Spanish classes from 9:00—10:00  Climbing all afternoon	Picnic 11:00  Go shopping at night

Days	Ordinal numbers	Time

7.-Look at Sofia Marca’s schedule again and answer the following questions. 5p

When is the second friend meeting?

What day and time is the concert?

What activity is on Saturday at night?

When is Sofia’s birthday?

What time does Sofia play soccer?

8.-Read the following text and fill in the identification Card. 4p

Hi, my name is Joseph Sanchez. I was born on October 1<sup>st</sup>, 1999. I am from Ecuador. I study at “Abdón Calderón” school. I live in Azogues. My telephone number is 2456765. My email is [josephsan@hotmail.com](mailto:josephsan@hotmail.com).

_____	_____	_____
_____	_____	_____
Last name	First Name	Date of birth

_____	_____	_____
School	Country	City
_____		
_____		
Telephone		e-mail

9.- Read the following BIRTHDAY INVITATION and answer the following questions. 4p



When is Blake and Brandee's birthday?

\_\_\_\_\_

What time is the party?

\_\_\_\_\_

Where is the party?

\_\_\_\_\_

What day is the party?

10.- Look at the following invitation and choose the correct answer. 2p



It is a \_\_\_\_\_ invitation



- a) Birthday
- b) Wedding
- c) Graduation

When is the party?

- a) June 2<sup>nd</sup>, 2001
- b) June 6<sup>th</sup>, 2010
- c) June 2, 2001

What time is the party?

- a) 6: am
- b) 6:00 pm
- c) 6: 30 pm

Where is the wedding?

- a) House
- b) Theater
- c) Church

**11.- Read the following dialogues and choose the best answer. 2p**

Teacher: \_\_\_\_\_ erase the board please.

Student: \_\_\_\_\_.

- a) Can I / No, sorry
- b) Can you /Sure
- c) Can you / Sorry, I'm busy.

Daughter: Mom, \_\_\_\_\_ ask you a question?

Mom: \_\_\_\_\_.

- a) Can you / No problem
- b) Can I / Sorry, I can't. I'm busy right now
- c) Can I/ Yes, of course

**12.- Read the following sentences and write correct requests and responses. 2p**

You need a pencil.

A: \_\_\_\_\_

B: Of course

You do not understand how to write your friend's name.

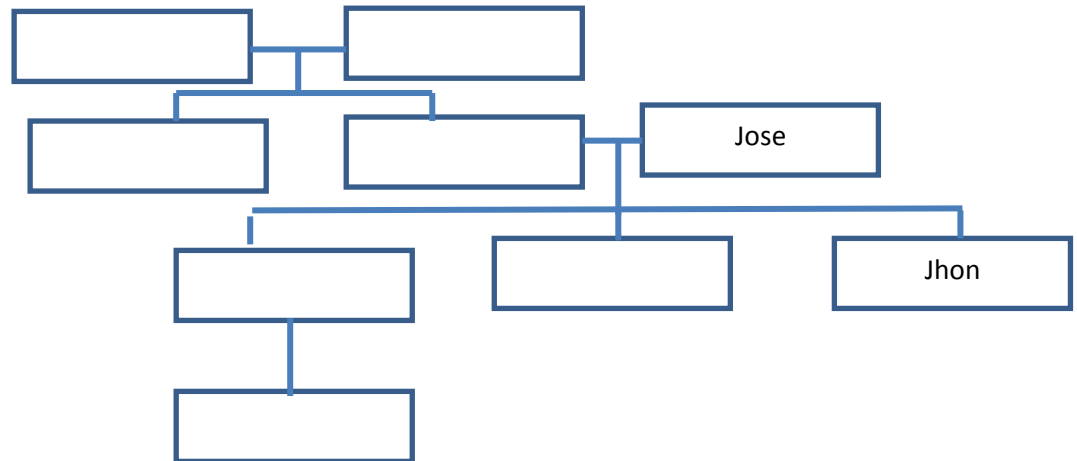
A: \_\_\_\_\_

B: G I L B E R T

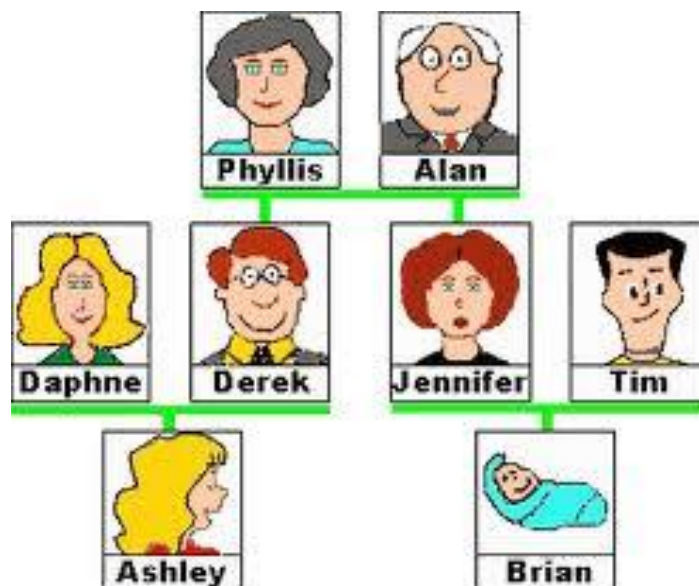


**13.-Read the following text and complete the family tree. 3.5p**

Paul and Ana are my grandparents. They have a daughter and a son, Carlos and Carla. Carla is my mom. My dad is José. They have three children, Katty, Susana, and me, John. Katty has a son. His name is Iván. Susana is his aunt, and I am his uncle.

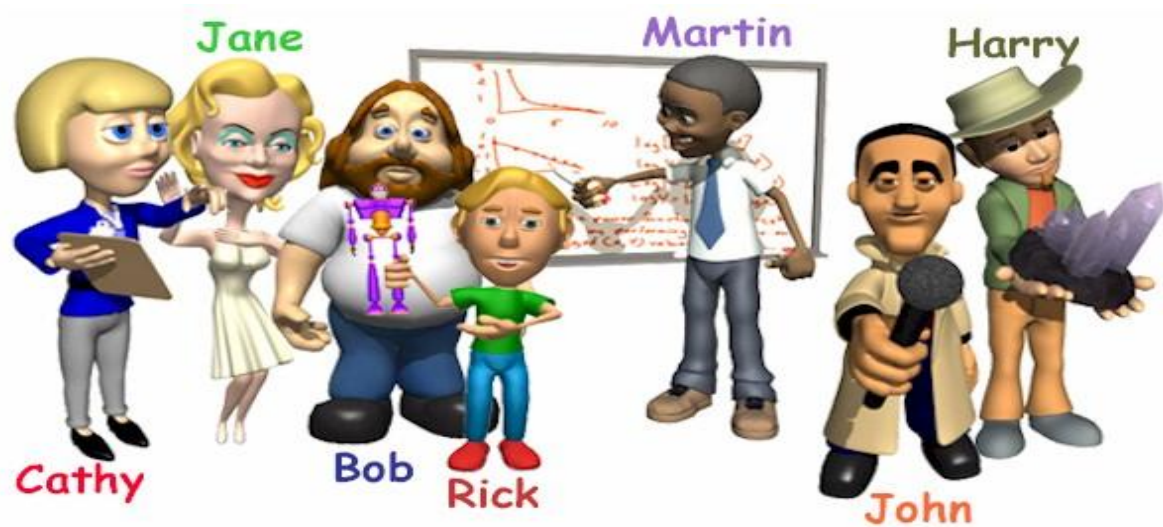


**14.- Look at the family tree and match. 2p**



- |                           |                  |
|---------------------------|------------------|
| Phyllis' husband is ---   | Derek            |
| Daphne's daughter is ---- | Alan             |
| Brian's parents are ----  | Jennifer and Tim |
| Brian's uncle is ----     | Ashley           |

**15.-Read the descriptions and write the correct names under each description. 2.5 p**



She has short straight blond hair.	He has long curly brown hair.	He has short straight black hair.	She has long curly blond hair.	He has short curly blond hair.

Points:50

Items: 15

Lcda. Patricia González

### Appendix E

Table 3

### COMPLETE DESCRIPTION OF THE PRE-TEST

Questions	Types of Reading	Tool	Aim	Reading strategy	scores
1	Text form	Multiple choice	To recognize the type of data in order to understand it and do a correct choice.	Scanning	3
2	Dialogue	Multiple choice	To read the dialogue in order to write the correct option.	Intensive reading	3
3	Text	Multiple choice	To understand the information in the text in order to select the	Scanning	4

			correct form of the plural of nouns		
4	Message	Multiple choice	To Read the e-mail and choose the correct answer.	Intensive reading	4
5	Text	Simple command	To read the short sentences and color the correct book.	Intensive reading	4
6	Table	Classification	To recognize the data in order to classify the vocabulary.	Reading for detail	5
7		Simple commands	To answer some questions related to the reading on question 6.	Scanning	5
8	Text	Complete	To fill in the identification card according to a text.	Scanning	4
9	Card	Simple commands	To answer the following questions	Scanning	4
10	Card	Multiple choice	To read the wedding card in order to choose the correct answer.	Scanning	2
11	Dialogue	Multiple choice	To choose the best answer to complete the blanks.	Intensive reading	2
12	Dialogue	Complete	To write the correct requests and responses.	Intensive reading	2
13	Text	Complete	To read a text in order to label a family tree.	Intensive reading	3.5
14	Family tree (graphic organizer)	Match	To look at a family tree and match the sentences.	Intensive reading	2
15	Text and	Complete	To read a short	Reading	2.5



	illustration		description, look at some people, and write the name of the correct person.	for detail	
--	--------------	--	---	------------	--



## Appendix F

Table 4

Lesson Plan about the First Class Using the Sheltered Method of Instruction

**SEMIRA BAYAS SCHOOL**

Teacher: Lcda. María Patricia González Parra

SIOP Lesson: <b>Where are you from? Continents, countries, and nationalities.</b> <b>Grade: 9<sup>th</sup></b>	
<b>Content standards:</b>  <b>Key Vocabulary:</b> continents: Europe, America, Asia, Oceania, Africa, Antarctica, countries, nationalities , informational questions  <b>Higher Order Thinking Skills:</b> Where are you from? I am from Ecuador. What is your nationality? I am Ecuadorian. Where is Peter from? He is from Great Britain. What is his nationality? He is British.	<b>Visual Resources:</b> a world map, copies, construction paper, markers
<b>Connections to Prior Knowledge/Building Background:</b>  <b>Linking Language strategy.</b> Students will receive a piece of paper, and they will form two groups of three students and three groups of two students. Then the students will write in their first language, English, or draw what they know about the picture. The pictures will be about the continents and people from each one. After that, each group will have the opportunity to draw or write what they know about the picture of each other since they will have two or three minutes to write in each poster. After the students finish it, they will have to circle the same words or synonyms of the charts. Then I will elicit the topic of the lesson.	



Content Objectives:	Meaningful Activities:	Review									
<p>1. Students will learn to identify some countries and nationalities.</p> <p>2. Students will learn to give and receive information about where people are from (Is he Ecuadorian? Where is she from? What's her nationality?)</p>	<p>Anticipatory Reaction Guide strategy. Students will receive a chart like this.</p> <table border="1" data-bbox="720 370 1598 586"> <thead> <tr> <th data-bbox="720 370 974 444">Before Reading</th> <th data-bbox="974 370 1241 444">Questions</th> <th data-bbox="1241 370 1598 444">After Reading</th> </tr> </thead> <tbody> <tr> <td data-bbox="720 444 974 516"></td> <td data-bbox="974 444 1241 516"></td> <td data-bbox="1241 444 1598 516"></td> </tr> <tr> <td data-bbox="720 516 974 586"></td> <td data-bbox="974 516 1241 586"></td> <td data-bbox="1241 516 1598 586"></td> </tr> </tbody> </table>	Before Reading	Questions	After Reading							<p>1.1 Students will answer some questions after the reading activity.</p>
Before Reading	Questions	After Reading									
<p><b>Language Objectives:</b></p> <p>1. Students will share what they know about the continents, countries and nationalities using the linking language strategy.</p> <p>1.1 Students will make predictions about a reading using the Anticipatory Reaction Guide strategy.</p> <p>1.2 Students will read a text and use a coding reading system.</p> <p>1.3 Students will ask questions about something they do not understand about the text and answer some questions again and confirm or disconfirm their</p>	<p>They will read the questions and try to predict the answers before reading. After that, they will share their answers with a classmate.</p> <p>1.2 Individually, students will read a text about “My Friend Peter.” In the text, they could use some symbols like this ✓ if something is already known by students. A question mark? if students do not understand something or is confusing. An exclamation mark! if something unusual or surprising is in the text, and a plus sign +, if there is something new in the text.</p> <p>1.3 Students will work in pairs and share what they have mark in the reading. Then they will share with the whole class and with the teacher what they have marked in the text. Then students will read the questions in the Anticipatory Reaction Guide copy again and answer according what they have read and confirm or disconfirm their first answers.</p> <p>1.4 Students will look at a world map and label the countries in the correct places with the nationalities. Then they will review it with a classmate, and finally, the whole class will review it on the</p>	<p>1.4 Students will classify the countries and nationalities on a world map.</p> <p>1.6 Students will use the new vocabulary and some personal questions to introduce themselves and ask personal question to their</p>									



<p>answers.</p> <p>1.4 Students will localize some countries and nationalities of the reading on a map.</p> <p>1.5 Students will introduce themselves to their classmates and then practice a dialogue using some questions like where are you from? What is your nationality? What's your name? In an inside-outside circle interaction activity.</p> <p>1.6 Students will ask some questions to their classmates.</p>	<p>board using a big world map.</p> <p>1.5 Students will receive a card with some clues like a name, a country and a nationality. First they will have to introduce themselves using that information to their classmates.</p> <p>1.6 Students will ask some personal questions about their names, country and nationality to their classmates in order to complete a chart.</p> <p>As a test, students will take a test using the response board strategy. First, they will form groups of four students each one. I will form the groups. Each group will receive a small board and a marker. I will show them a question or an incomplete sentence, they will decide in groups the answers and a designated student will show the group's answer.</p>	<p>classmates.</p> <p><b>Assessment:</b></p> <p>Students will take a written test in groups.</p>
<p><b>Wrap-up:</b> 1.7 Students will use the strategy called You Are the Teacher. As a post reading activity, they will create a poster about the topic of the class in groups of two or three. Then they will present it to the whole class. Each group will have to make a graphic or picture or a map about a continent, draw some countries, their nationalities, flags, and write some sentences, for example, her name is Karla. She is from Canada. She is Canadian. Then they will present to the class.</p>		

Patricia González  
Teacher

Prof. María Zhindón  
Headmaster





## Appendix G

### Reading to use the Insert Method

#### **My Friend Peter**

My friend's name is Peter. Peter is from Toronto, **Canada**. He is **Canadian**. He is married and has two children. His wife, Jane, is **American**. She is from New York in **The United States**. Her family is in Boston, but she works and lives with Peter in **Spain**. Their children are **Spanish**. They are students at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from **France, China, Mexico, Korea, Ecuador, Brazil, and Colombia**. Josue, their son, goes to a school with students from **South Africa, Portugal, Spain, Japan, Finland, Italy, Poland, and Great Britain**. Imagine, **French, Chinese, Mexican, Korean, Ecuadorian, Brazilian, Colombian, South African, American, Italian, Portuguese, Spanish, Japanese, Finnish, British, and Polish** children all learning together in a class!

Appendix H

Strategies Used in the First Lesson

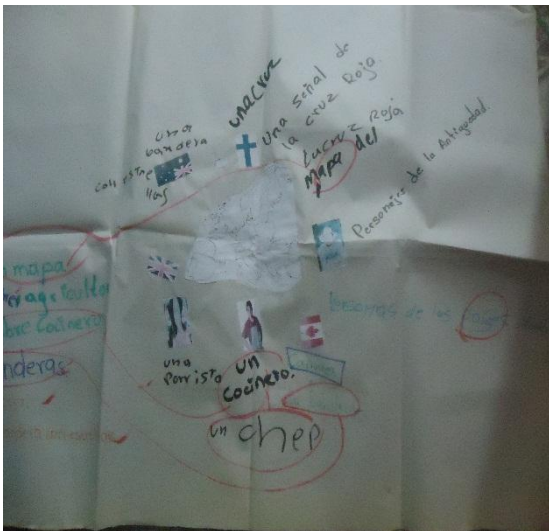


Fig. 4 González, María. “Linking Language Strategy.” 2013. JPE.

BEFORE READING	QUESTIONS	AFTER READING
a) The Continents b) Countries and nationalities c) Peter's life.	What is the text about?	a) The Continents b) Countries and nationalities c) Peter's life.
a) American b) Canadian c) Spanish	Where is Peter from?	a) American b) Canadian c) Spanish
a) American b) Canadian c) Spanish	What is Jane's nationality?	a) American b) Canadian c) Spanish
a) Yes, they are. b) No, they are not.	Are Peter and Jane's children American?	a) Yes, they are. b) No, they are not.
a) Yes, he is. b) No, he is not.	Is Peter American?	a) Yes, he is. b) No, he is not.
a) Yes, there are b) No, there are not.	Are there children from different countries at school?	a) Yes, there are b) No, there are not.
a) Italian b) Italian c) Italianese	People from Italy are called...	a) Italian b) Italian c) Italianese
	What countries are there in the reading?	

Fig. 5 González, María. “Anticipatory Reaction Guide Strategy.” 2013. JPE.



Fig. 6 González, María. “Insert Method Strategy.” 2013. JPE



Fig. 7 González, María. “Read and Label the Names of Some Countries and Nationalities on a World Map.” 2013. JPE.



Fig. 8 A card used in the Inside-outside Circle Strategy.” 2013. JPE

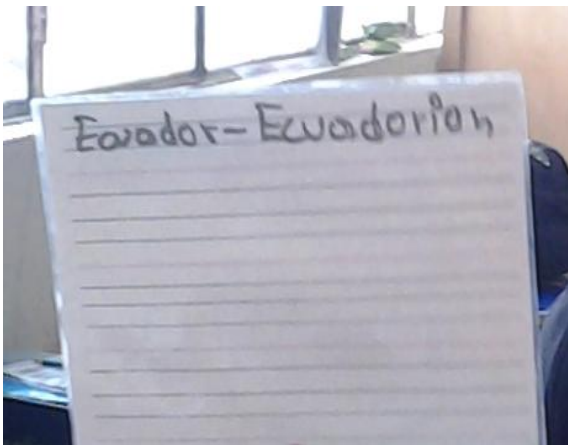


Fig. 9 González, María. “Test Using the Small Boards Strategy.” 2013. JPE.

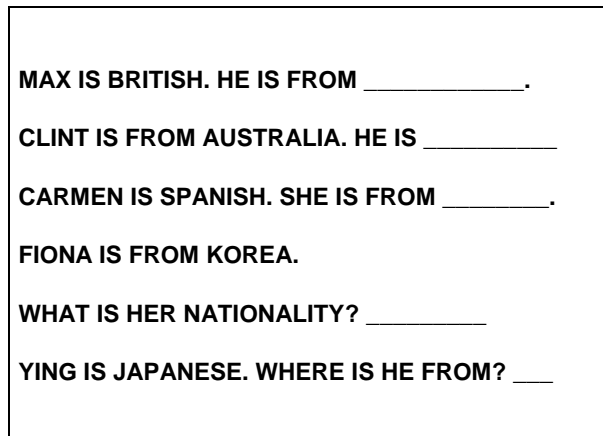


Fig. 10 Sentences used in the Test.



Appendix I

Dialogue used in the Framed Outlines Strategy

**SEMIRA BAYAS SCHOOL**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

READ THE DIALOGUE AND COMPLETE IT WITH THE RIGHT EXPRESSIONS.

**LOOK OUT! ARE YOU ALL RIGHT? I'M FINE AWESOME**

**I'M SORRY SEE YOU!**

ANDY: HEY, \_\_\_\_\_!

ERIK: Oops, \_\_\_\_\_!

ANDY: It's Ok.

ERIK: \_\_\_\_\_?

ANDY: Yeah! \_\_\_\_\_. Erik! It's you!

ERIK: Hi, guys.

LIZA: Hi, Erik. Those skates are really cool.

ERIK: Thanks. They're great for tricks. Want to see a cool trick?

LIZA: Nah, not right now, maybe later. Uh, Eric, this is Brian. He's a student. Brian, Eric.

ERIK: Nice to meet you, Brian. Where are you from?

BRIAN: I'm from Australia, from Canberra.

ERIK: So you're Australian. \_\_\_\_\_!....

Excuse me... I have to go. \_\_\_\_\_ in school, Brian.

BRIAN: Bye.

The text was taken from the *Postcards 1A, Teacher's Book* (Abbs 26). Then the new vocabulary was taken out so that students completed it.

Appendix J

Strategies Used in the Second Lesson

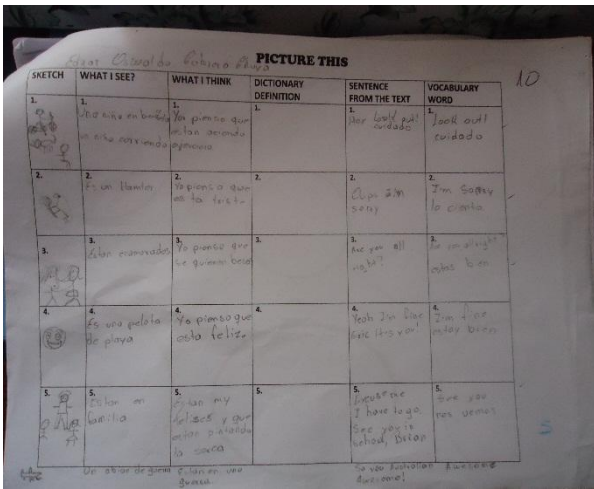


Fig. 11 González, María. "Picture This Activity." 2013. JPE.

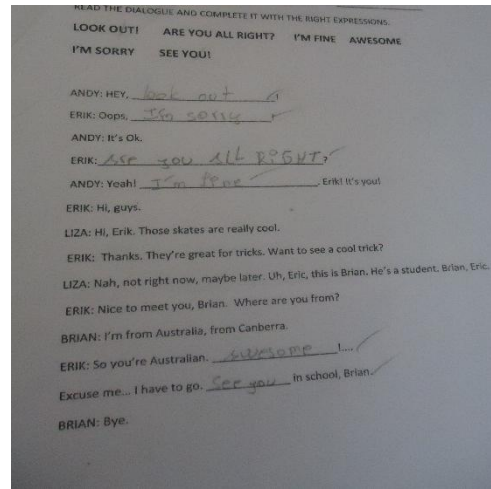


Fig. 12 González, María. "Framed Outlines Strategy." 2013. JPE.



Fig. 13 González, María. "Cards Strategy." 2013. JPE.

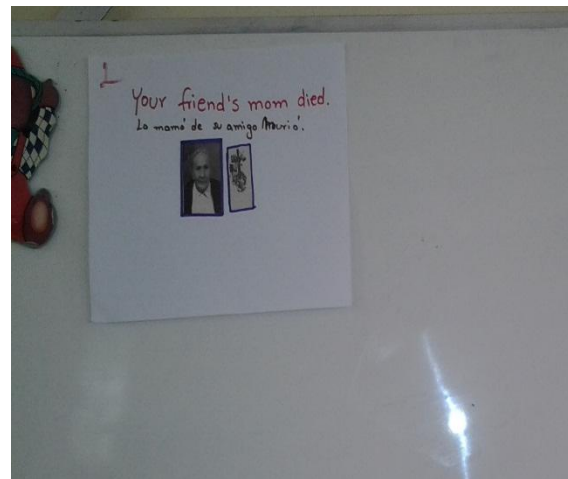


Fig. 14 González, María. "Pictures with Information for the Test." 2013. JPE.



## Appendix K

Reading used in the 4-corners Vocabulary Strategy

Hi, my name is Leslie. I am a student. I live in New York. I am in 7<sup>th</sup> grade. There are 12 **students** in my class. My **teachers** are good people. There are 7 **boys** and 5 girls. I live with my mom and dad.

They have two **children**, Karla and me. I have a teacher for each subject, three **men** and two **women**.

At 11 o'clock, I have the break time. Sometimes I eat a sandwich or two **sandwiches**. My **classes** last an hour.

At my school, my **classmates** are from different **cities** of the USA. At school, I do not wear a uniform.

**Lunches** are at school at 2 o'clock. In summer, **days** are longer than in winter.



### Appendix L Strategies Used in the Third Lesson



Fig. 15 González, María. “4-corners Vocabulary.” 2013. JPE.



Fig. 16 González, María. “Extension Wheel.” 2013. JPE.



Fig. 97 González, María. “Using Newspapers in English to Find Singular and Plural Nouns as a Test.” 2013. JPE.



## Appendix M

### Strategies Used in the Fourth Lesson

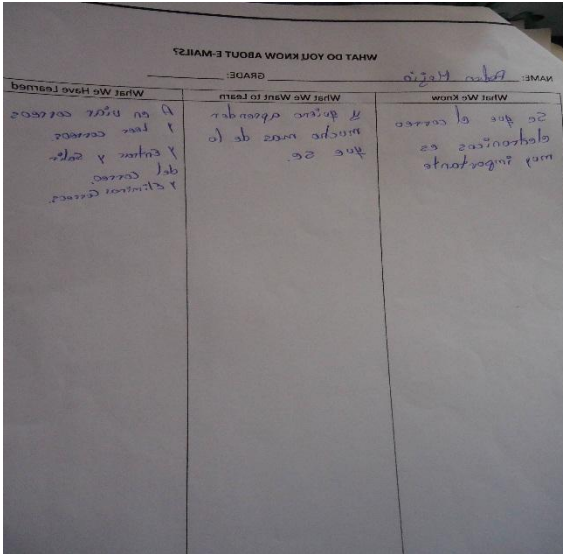


Fig. 18 González, María. “KWL Chart Strategy.” 2013. JPE.

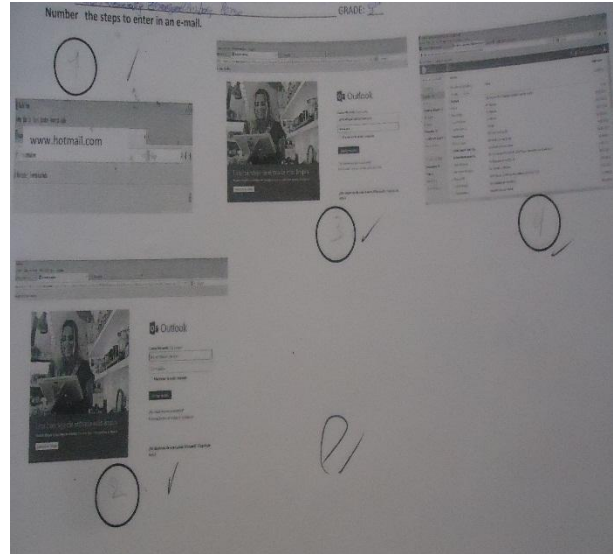


Fig. 19 González, María. “Ordering Activity.” 2013. JPE.



Fig. 20 González, María. “Identifying the Parts of an e-mail.” 2013. JPE.

## Letter from Lisbeth



Leslie Gonzalez (latin-girl99@hotmail.com) [Agregar a contactos](#) 28/04/2013 ▶

Para: gonzalez.pa.ti@hotmail.com ▼

Hi my name is Lisbeth and I have 9 years old . I live in United States and live to draw . My favorite sport is soccer and I also love math and help others. I am in 3rd grade . My birthday is on April 11 . Please write me back!

From: Lisbeth ❤️

Fig. 21 González, María. “An American Student’s e-mail.” 2013. JPE.

## RE: Letter to Ecuador



Darwin Correa (darwin9correa@hotmail.com) [Agregar a contactos](#) 21/05/2013 ▶

Para: gonzalez.pa.ti@hotmail.com, latin-girl99@hotmail.com ▼

Hi my name is Darwin . I am 13 years old. I live in Ecuador-Azogues. I. Like soccer. My birthday is on December 24th.

Fig. 22 González, María. “One of my Student’s E-mail.” 2013. JPE.



## Appendix N

Reading used for the second language objective of the third lesson

### Dialogue:

- Patricio: Good morning, Can I ask you a question?  
Woman: Yes, of course.  
Patricio: Can you give me a guest pass?  
Woman: Sure. What's your last name?  
Patricio: Perez  
Woman: Can you spell it, please?  
Patricio: P-E-R-E-Z  
Woman: Can you tell me your first name?  
Patricio: Patricio  
Woman: Can you write it here, please?  
Patricio: I'm sorry. My arm is broken.  
Woman: Ok, Can you spell it, please?  
Patricio: P-A-T-R-I-C-I-O  
Woman: When is your date of birth?  
Patricio: It is on October 24<sup>th</sup>, 1998  
Woman: What's your address?  
Patricio: San Nicolas  
Woman: Can you tell me where it is, please?  
Patricio: Sorry, I don't know exactly. I am new here.  
Woman: Ok, your phone number please?  
Patricio: 09473245  
Woman: Can you repeat, please?  
Patricio: Ok. No problem!  
Woman: Can you wait a minute, please?  
Patricio: Sorry, I'm in a hurry.  
Woman: Here you go. Is there anything else?  
Patricio: No, that's it. Thanks!  
Woman: You're welcome.

(Adapted text)

Adapted from the *Postcards 1A, Teacher's Book* (Abbs 34)

## Appendix O

### Strategies Used in the Fifth Lesson

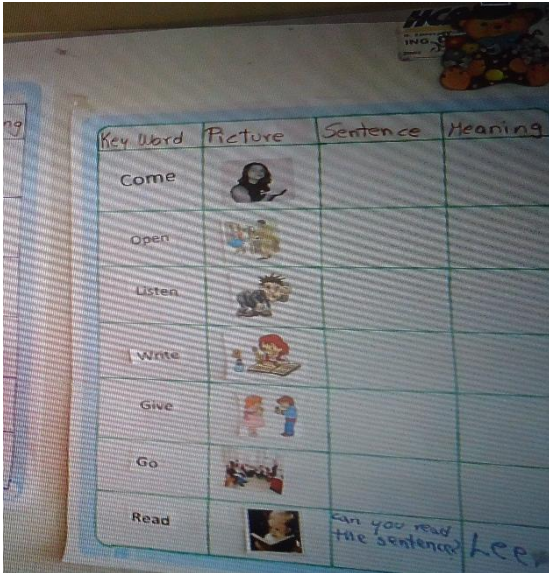


Fig. 23 González, María. "Matching the Verbs with the Pictures." 2013. JPE.

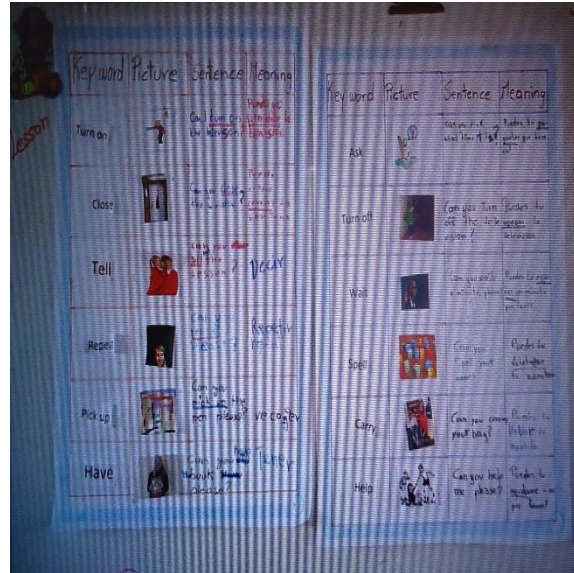


Fig. 24 González, María. "Final Chart of the Matching Activity." 2013. JPE.



Fig. 25 González, María. "Recognizing the New Vocabulary in a Dialogue." 2013. JPE.

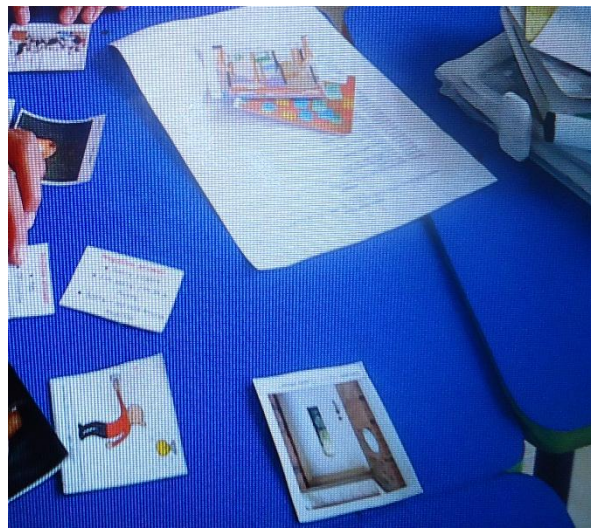


Fig. 26 González, María. "Reading and Completing some Questions Using Pictures." 2013. JPE.



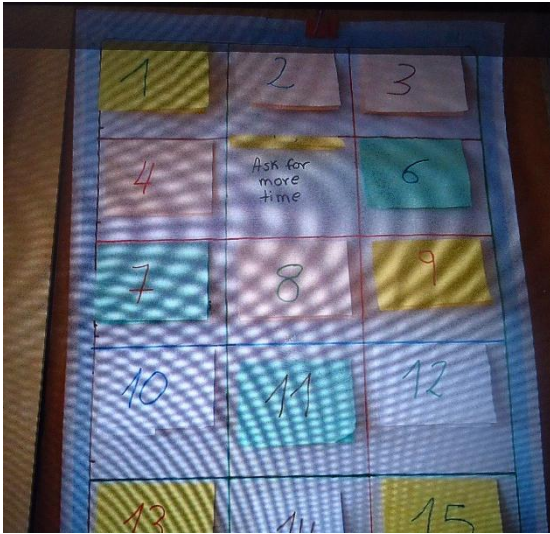


Fig. 27 González, María. "Chart with a Request behind each Number." 2013. JPE.

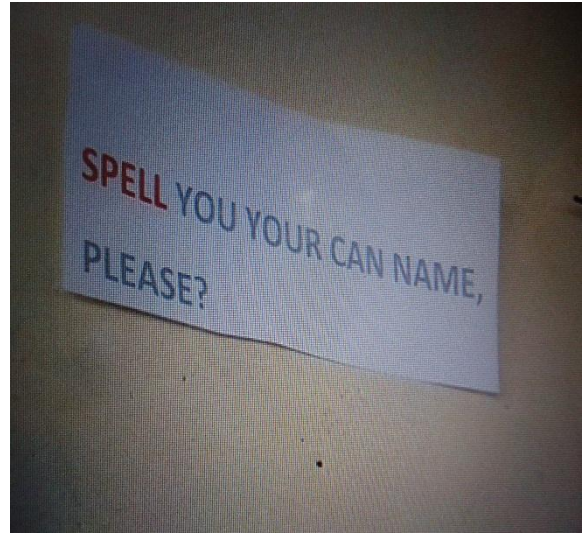


Fig. 28 González, María. "Unscrambled Sentences as a Test." 2013. JPE.

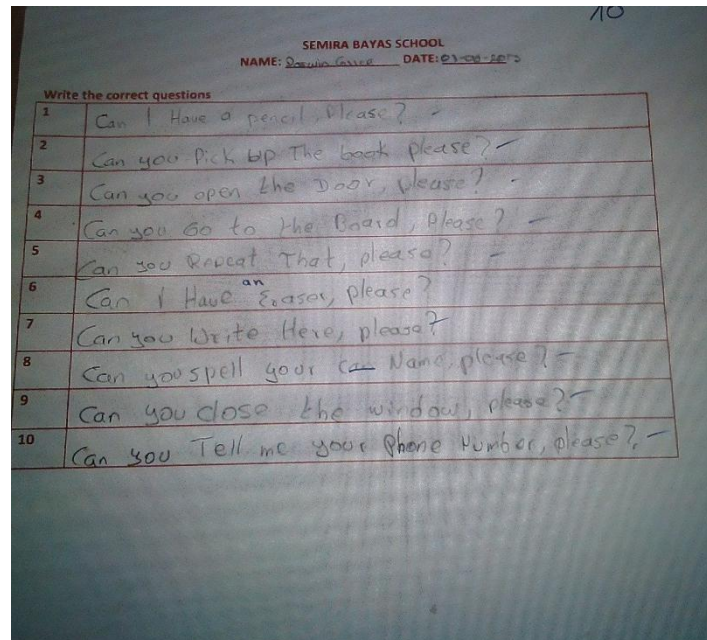


Fig. 29 González, María. "One student's Final Test Sheet." 2013. JPE.

## Appendix P

## Strategies Used in the Sixth Lesson

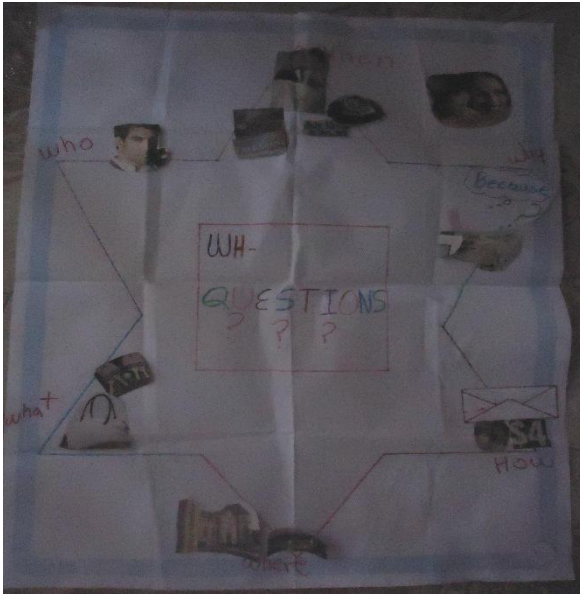


Fig. 30 González, María. "Graphic Organizer." 2013. JPE.

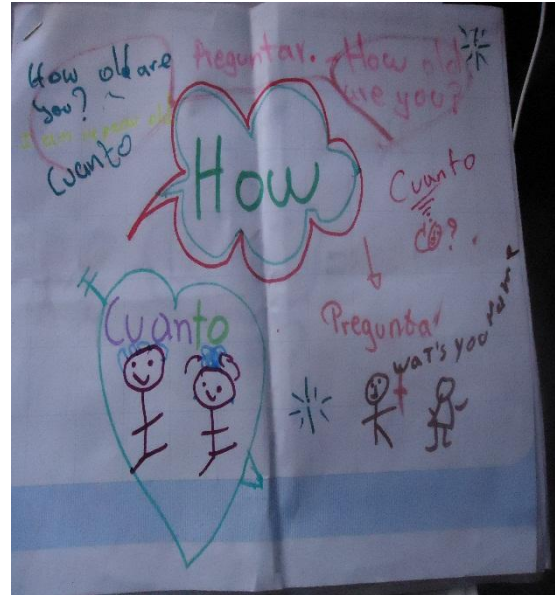


Fig. 31 González, María. "Linking Language Strategy." 2013. JPE.

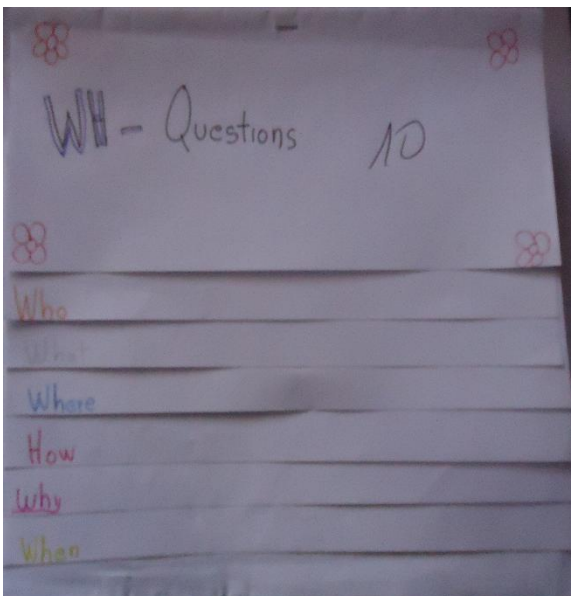


Fig. 32 González, María. "Foldable." 2013. JPE.

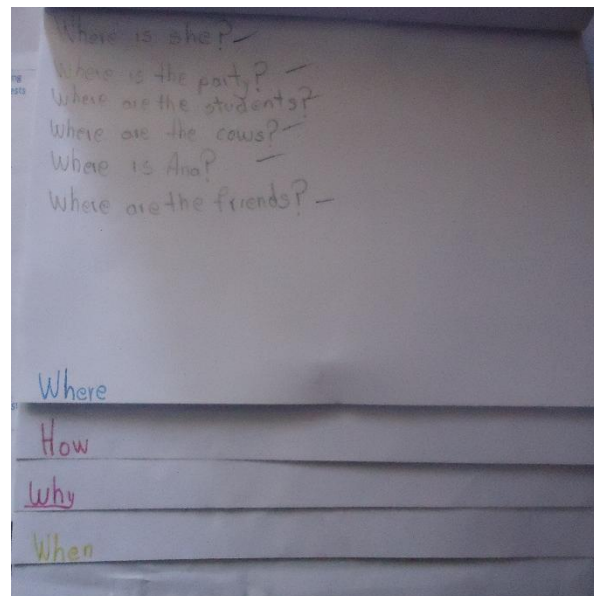


Fig. 33 González, María. "Open Foldable." 2013. JPE.



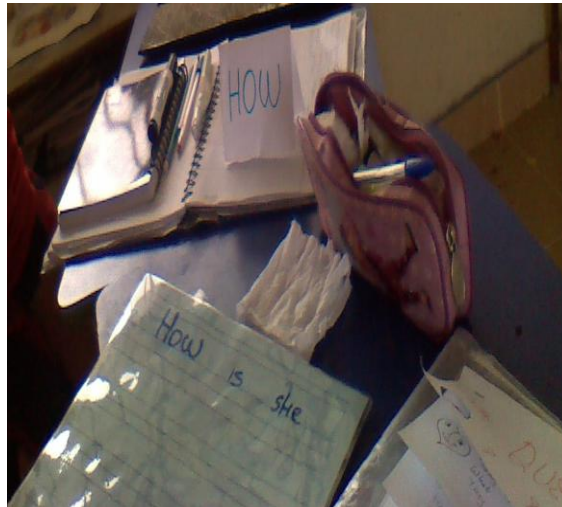


Fig. 34 González, María. “Response Boards Strategy.” 2013. JPE.

SEMIRA BAYAS SCHOOL  
FIND SOMEONE WHO

NAME: Naifa Parra DATE: 24/06/13

INTERVIEWEES' NAMES: Naifa y Pablo

QUESTIONS	ANSWERS
<b>WHO</b> Who's your favorite singer?	My favorite singer is Romeo Santos. My favorite singer is Romeo Santos.
<b>WHAT</b> What's your name?	My name is Naifa. My name is Pablo.
<b>WHERE</b> Where do you live?	I live in Hesaloma. I live in Angaloma.
<b>WHEN</b> When is your birthday?	My birthday is on July 6 <sup>th</sup> 2009. My birthday is on July 1 <sup>st</sup> 2009.
<b>HOW</b> How old are you?	I am 13 years old. I am 13 years old.
<b>WHY</b> Why is <u>Naifa</u> happy?	I am happy because I sang. I am happy because I sang.

Fig. 10 González, María. “Find Someone Who Strategy.” 2013. JPE.

SEMIRA BAYAS SCHOOL

NAME: \_\_\_\_\_ GRADE: 9<sup>th</sup> DATE: \_\_\_\_\_

PICTURES	WHAT	WHERE	WHEN	WHO	HOW	WHY
1	What's day?	Where do you live she?	When is the party?	Who's he?	How old is Juan?	Why is Ana happy?
2	What's doing?	Where does he live?	When is the event?	Who's she?	How old is he?	Why is she angry?
3	What's doing?	Where are you from?	When is the sport?	Who's she?	How old is he?	Why is he angry?
4	What's day?	Where does she live?	When is the event?	Who's she?	How old is she?	Why is she happy?
5	What's she doing?	Where is she?	When is your birthday?	Who's he?	How old are you?	Why is he happy?

Fig. 36 González, María. “A Student's Test Sheet after Reading some Words or Phrases.” 2013. JPE.



Appendix Q

Strategies Used in the Seventh Lesson



Fig. 37 González, María. "Surprise Book Strategy." 2013. JPE.

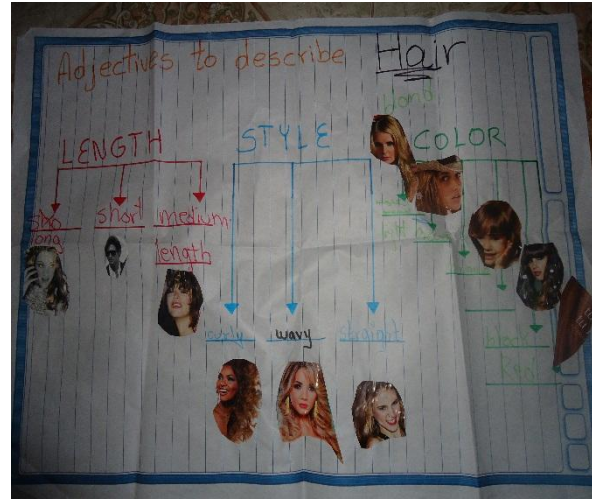


Fig. 38 González, María. "Graphic Organizer about Hairstyles." 2013. JPE.

Do you have short, long or medium length hair?  
 Kate is a model. She has long wavy black hair. She likes to listen to music.  
 Manuela has long wavy hair, but she has light brown hair, so she has long wavy light brown hair.  
 David is 3 years old. He has short straight blond hair. He likes to sleep.  
 Mónica and Lourdes are friends. Mónica has long curly light brown hair. On the other hand, Lourdes has long straight brown hair.  
 Amanda is an artist. She has medium length straight black hair.

Fig. 39 González, María. "Reading About Hairstyles." 2013. JPE.

Picture 1	Picture 2	Picture 3	Picture 4	Picture 5	Picture 6	Picture 7
He has short straight black hair	She has long wavy brown hair	She has medium length light brown wavy black hair	She has long straight light brown hair	She has long curly light brown hair	She has long wavy brown hair	She has long straight blond hair
✓	✓	✓	✗	✓	✓	✓

Fig. 40 González, María. "A Student's Test Sheet. Matching the Description with the Correct Picture." 2013. JPE.

## Appendix R

Table 5

## SUMMARY CHART ABOUT THE APPLICATION OF THE SHELTERED METHOD OF INSTRUCTION

Date	Title	Research activity	Aim	Reading strategy	SIOP method strategy	Type of text used	Type of Data Gained	What was the activity looking for?
April 29 <sup>th</sup> 2013	Pre-test	Test given to 12 students of ninth grade	To determine the students' knowledge and skills	-Scanning -Reading for detail -Intensive reading	Formal assessment	Messages Text Forms Cards Table	Quantitative	Determine students' Reading Skill level
April 30 <sup>th</sup> to May 3 <sup>rd</sup>	Where are you from? Continents, countries and nationalities.	-Elicit from students what they know about countries and nationalities. -Understand a text. -Ask questions -Label some countries on a map. -Practice a dialogue using what they have learned.	To identify some countries and nationalities.  To give and receive information about where people are from and nationalities.	-Scanning -Reading for detail -Intensive reading	-Linking Language Strategy -Anticipatory Reaction Guide -Strategy -Insert Method -Interactive Activities -Inside-outside Circle -Small Boards Strategy - Test	Text Forms Labels Messages	Quantitative	Vocabulary expanding



<p>May 6<sup>th</sup> to May 10<sup>th</sup></p>	<p>Useful expressions: Look out! Are you all right? I'm fine. Awesome! I'm sorry. See you!</p>	<p>-Listen to and complete some blanks -Practice a dialogue -Analyze different situations and use the correct expressions according to the situation. -Create their own dialogue using the new vocabulary.</p>	<p>To learn some useful expressions to use in a dialogue or everyday conversation</p>	<p>-Intensive reading</p>	<p>-Picture this Activity -Framed outlines -Dialogue in groups -Cards -Pictures with Information as a test</p>	<p>Message Dialogue</p>	<p>Quantitative</p>	<p>Understanding comprehension</p>
<p>May 13<sup>th</sup> to May 17<sup>th</sup></p>	<p>Plural of singular nouns and irregular nouns</p>	<p>-Read a text, draw and write the meaning of the highlighted words. -Classify the nouns according to the rules of plural of singular nouns. -Classify some plural nouns according to the rules. -Find some nouns in plural and singular in some newspapers.</p>	<p>To form the plural of singular nouns and irregular nouns</p>	<p>Reading for detail Intensive reading scanning</p>	<p>-4-corners Vocabulary -Extension Wheel -Group work: Classify Words -Individually worksheet -Realia: newspapers</p>	<p>Messages Labels Catalogs</p>	<p>Quantitative</p>	<p>Vocabulary extension</p>



<p>May 20<sup>th</sup> to May 24<sup>th</sup></p>	<p>Sending and receiving an e-mail</p>	<p>-Brainstorm what they knew about e-mails, what they wanted to learn, and what they learned about emails. -Identify the correct steps to enter an e-mail. -Classify the most important parts of an e-mail. -Send an email -Answer some e-mails from students from the USA and other students from Azogues city.</p>	<p>To receive and answer e-mails about their favorite ways of entertainment.</p>	<p>Intensive reading Skimming</p>	<p>-KWL Chart -Ordering -Identifying Parts of an e-mail -Student's e-mails</p>	<p>Messages Forms</p>	<p>Quantitative</p>	<p>Comprehension</p>
<p>May 27<sup>th</sup> to May 31<sup>st</sup></p>	<p>Making requests</p>	<p>-Match the verbs with the correct pictures. -Read a dialogue in order to practice the new vocabulary. -Practice the use of can you...? Or can I.... using the vocabulary card strategy. -Read some clues in order to make requests. -Read and unscramble questions.</p>	<p>-To use <b>Can you or Can I</b> to make requests. -To accept or refuse a request courteously.</p>	<p>Intensive reading Scanning</p>	<p>-Matching -Dialogue -Cards -Whole class making and answering requests -Unscramble sentences</p>	<p>Labels Messages</p>	<p>Quantitative</p>	<p>Comprehension</p>



June 3 <sup>rd</sup> to June 7 <sup>th</sup>	Wh-questions	-Write or draw what they think about some words. -Identify wh-questions and how to use them. -Get some information by using the wh- questions. Practice using the wh- questions by the "find someone who" strategy. -Write and answer some questions as a review test.	-To learn to use and understand the six types of wh-questions. -To gather information from different events by using the information of the wh- questions.	-Reading for detail -Intensive reading	-Linking Language Strategy -Vocabulary Quilt -Graphic organizer -Foldable -Canned Questions -Response Boards -Find Someone Who -Read some words on pictures and write questions	Messages	Quantitative	Comprehension
June 10 <sup>th</sup> to June 14 <sup>th</sup>	Describing Hair style	- Predict the topic of the class. - Read a reading about hairstyles and complete a graphic organizer. -Listen to practice the adjectives to describe the hair. - Use some adjectives to describe the hair.	To learn to describe their and others' hairstyles	-Skimming -Reading for detail	-Surprise Book -Directed Reading -Thinking Activity	Short texts	Quantitative	Vocabulary Expansion
June 17 <sup>th</sup> , 2013	Post-test	Test given to 12 students of ninth grade	To determine the students' knowledge and skills after applying the Sheltered Method of Instruction	-Scanning -Reading for detail -Intensive reading	Formal assessment	-Messages -Form text -Cards -Labels	Quantitative	Improvement in the students' reading skill

## Appendix S

Table 6

## STUDENTS' SCORES ON THE PRE-TEST AND THE POST-TEST QUESTION BY QUESTION

Questions	Student 1		Student 2		Student 3		Student 4		Student 5		Student 6		Student 7		Student 8		Student 9		Student 10		Student 11		Student 12	
	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores	Pre-test Scores	Post-test Scores
1	1.5	0.5	2.5	3	1.5	3	1	3	0.5	2	1.5	2.5	2.5	2.5	2.5	3	1.5	2.5	1.5	1.5	1.5	2.5	2	1.5
2	0.5	0.5	3	1	0	1	0	0.5	2	0.5	2	1	1.5	2	0.5	2	0	0.5	0	0.5	3	0.5	0.5	1.5
3	2	3	1.5	2	1.5	2.5	0	1.5	2.5	1.5	2.5	2	1	3	3.5	2.5	2.5	2	0.5	2.5	3	2.5	2.5	3.5
4	2.5	3	3	3	2.5	3	2	3.5	2.5	2.5	3	3	3	3	3	2.5	2.5	2.5	2	3.5	2	2.5	3	3
5	2	0	4	3.5	4	4	2.5	3	1.5	3.5	3	3	3	3	4	4	1.5	3	1.5	0.5	0	3	0	3
6	5	5	5	4	2	2	0	5	1.5	5	5	5	1.5	0	2	5	5	5	1	3	0	2	0	1
7	2.5	3	1.5	3	0	4	0	3	0	2.5	4	3.5	3.5	2	2.5	3	0	0	0	2.5	1	0	0	2
8	4	3.5	3.5	4	4	4	3	3	2.5	3	4	4	3	3	4	4	2.5	4	2	3	2.5	3	2.5	2.5
9	1	4	2	2	2	4	2	3	1	3	2	4	2	2	4	4	2	3	3	2	0	0	1	1
10	1	1.5	1.5	2	1	1.5	1	1.5	0.5	1.5	2	2	1.5	1	2	2	1.5	1.5	0.5	1.5	1.5	1	1	0.5
11	0	0	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	0
12	0	1	0	2	0	1.5	0	0	0	1.5	0	2	0	1	0	2	0	0	0	0	0	0.5	0	1.5
13	3.5	3.5	2.5	3.5	2.5	3.5	3.5	3.5	3.5	3.5	3.5	2	2.5	3.5	3.5	3.5	1	3.5	2	2	0.5	1.5	2.5	2.5
14	0.5	1	1	2	1	2	2	0.5	1	0	2	2	1	1	0.5	2	0.5	1	0.5	2	1	0	1	1
15	0.5	2	0	1.5	0.5	1.5	0	0.5	0	1	1	1.5	2	1	1	2	0.5	0	0	0.5	1.5	1	1	0



Appendix T

Table 7

STUDENTS' PERFORMANCE IN EACH LESSON

Lessons Nº students	Pre-test	1 Where are you from?  Score: 11	2 Useful expression s Warnings / Lubricants  Score: 8	3 Use for singular and plural nouns  Score: 5	4 E-mail language  Score: 8	5 Making requests  Score: 10	6 Informative questions  Score: 16	7 Fashion (hair style)  Score: 7	Post-test
	<b>1</b>	26.5	11	4	2	7	5	5	5
<b>2</b>	31	7	5	3	8	8	7	6	37.5
<b>3</b>	22.5	11	6	3	8	0	5	7	38.5
<b>4</b>	18	8	5	2	0	9	6	6	32.5
<b>5</b>	20	11	4	2	7	9	8	6	32
<b>6</b>	36.5	8	5	3	8	10	11	5	38.5
<b>7</b>	28	7	2	4	0	6	13	0	29
<b>8</b>	33	11	4	4	7	10	12	6	42.5
<b>9</b>	21	7	6	3	7	0	4	4	28.5
<b>10</b>	14.5	7	3	0	8	5	6	3	26.5
<b>11</b>	18.5	8	4	2	0	10	12	4	20
<b>12</b>	17	8	4	1	0	9	5	6	24.5
<b>Mean</b>	<b>23.88</b>	<b>8.67</b>	<b>4.33</b>	<b>2.42</b>	<b>5.00</b>	<b>6.75</b>	<b>7.83</b>	<b>4.83</b>	<b>31.79</b>