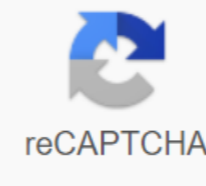




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Cons of sheltered instruction

The success of protected English instruction depends to a large extent on two integrated factors. First, the teacher must give the revised instructions in English without simplifying the content. All students, including ELLs, are held to the same high expectations of achievement and must demonstrate that they meet content standards. Secondly, in order to avoid the fossilization of language skills at the level of the conversation, the teacher must involve the student in continuous, concerted efforts to develop and improve the academic language. In other words, teachers must first simplify their discourse in order to make the content of the class understandable and then gradually complicate their language without sacrificing the quality of teaching or the depth of understanding in the process. Studies conducted between 1997 and 1998 and 1998 and 1999 showed that English language learners in classes with teachers who had benefited from protected learning under the Siop model exceeded similar students in control classes (Echevarria, Vogt, & Short, 2004). Reference Echevarria, J., Vogt, M., & Short, D.J. (2004). Understanding content for English language learners: SIOP model (2. ed.). Boston: Pearson. Posted on 11/12/2010 at 8:38 am global reach When you walk into a classroom where all students understand what's going on (including English learners) you're probably going to be exposed to strategies that fall under an umbrella, called protected tutoring. Basically, if you shelter your guidance in English, or any language for that matter, you will use specific techniques that make what you speak and teaching more accessible to all learners. That's good teaching. Protected guidance usually involves at least the following strategies: explicit direct vocabulary teaching Teacher explicit modeling (including think aloud, where teachers show exactly how they think about a problem or task) a high level of student social interaction; with each other and the teacher's explicit instructional learning strategies (metacognition) and ways to practice using these strategies The relationship between students' background and prior experience is used in a variety of assessments, both formal and informal, to measure students' learning in terms of content and language information shared by: Theresa Deussen, Ph.D., Elizabeth Autio, Angela, Angela grandi and Jason Greenberg-Motamedi, Pa. Check out the excellent ELL strategies/blogs for this website: since 1980. In the days when the term was first used in relation to the eu- and did not compete academically with native speakers students (Freeman & Freeman, 1988). Today, most ELLs survey, along with their English-speaking peers, are held responsible for the same curriculum standards and perform the same high-stakes tests. Guidance on protected English has come to mean a set of practices that are valuable to all teachers, helping the ELL to learn English while learning content in English. Questions often raised about protected English learning are answered below. Reference Freeman, D., & Freeman, Y. (1988). Guide protected English. The SIOP vs. Traditional Lesson Planning Protected Instruction Observation Protocol (SIOP) model offers many benefits and approaches to help ESL students that the tradition lesson plan may not offer. The study notes that SIOP is a validated learning model that has proven to be effective for students in school education and training institutions and their academic needs (CAL.org). This model includes components for lesson preparation, background, understandable input, strategies, interaction, practice, lesson-giving and review/evaluation. Traditional lesson plans have the benefit of their own, but may not be beneficial to the SCHOOL student population. However, the SIOP model is related to both ESL and non-ESL students. The number of ESL students has increased in the United States and the SIOP model has increased the academic performance of English learners. Another benefit that SIOP offers, unlike the tradition lesson plan, is that it involves learning content for use in two-way immersion programs. References Protected Tutoring is a strategic approach to teaching English learners, enabling learners to understand content when they develop language skills. To use protected teaching tools in the classroom, you must apply the Protected Guidance Protocol (SIOP) model, a research-based protected learning model designed to enable English learners to understand academic content while developing language skills. The SIOP model consists of eight related parts: preparing lessonsBuilding BackgroundComprehensible InputStrategiesInteractionPractice/ApplicationLesson DeliveryReview & Assessment By leveraging the mentoring techniques associated with each part, teachers can design and offer lessons that meet different linguistic needs and academic lecturers for English language learners. Implementing the SIOP model in your classroom Are you looking to apply the SIOP model to your classroom? Don't worry, we'll cover you. The video below provides an overview of the SIOP model and discusses how teachers can successfully use it to educate English learners. Protected learning is an approach to teaching English learners, which language and content learning. The phrase protected by guidance, original concept and underlying lyetic input is all credited to Stephen Krashen. The two objectives of protected coaching are: to ensure access to mainstream information, class-level content and to promote the development of English language skills. The definition of Protected Tutoring, also called SDAIE in California, is a teaching style based on the concept of providing meaningful guidance on content in fields (social studies, mathematics, science) for the transition to Limited English Proficient (LEP) students with higher academic achievement when they reach English fluently. This method is often used in mainstream middle-class rooms, where students are based on English education. Different instructions are used, including theories of vygotsky zone proximal development. Instead of offering a watered-down curriculum for a LEP student, protected instruction allows content to be equal to native English speakers, while improving their understanding of the language. The teacher provides a variety of learning methods that allow students to create multifaceted content in the classroom in discussion, activities, reading, and writing. Teachers are calling for a number of different mentoring methods, such as the use of socialisation practices, to make content more accessible. The difference between esl instruction and protected learning or the use of SDAIE is that protected learning does not focus entirely on language development. Instead of conducting various other topics or actual content of the material in the curriculum, English proficiency is achieved. [1] Initially, the purpose of protected tutoring was for students who had a relatively strong understanding of English but lacked written and reading ability. Since then, the need for skilled teachers with protected learning skills has increased. ESL certified teachers and programs have declined due to new legislation, but the number of LEP students is increasing causing teachers to rely on their abilities to take a linguistically diverse classroom. Preparation of a teacher As in any form of instruction, the use of protected instruction is effective if the teacher is able to effectively manage the lessons, although the causal direction of this tautologist observation is not clear. If the lesson is effectively managed, the teacher is capable of administering it effectively, but if it is not managed effectively, it is not possible to determine whether this is due to the factors of the teacher or the methodological weakness. Without a much more rigorous assessment, the argument that this is a viable approach cannot be confirmed, as any problems are assumed to be due to teacher factors and not to methodological weaknesses. Many pre-service teachers work to give teachers the skills they need to succeed. Starting before the service teachers achieve a strong foundation for cultural psychology, language theory and acquisition as well as certified content knowledge of their undergraduate lecturers, courses include a number of field experiences, as well as pedagogical methods and cultural diversity instruction. There are many alternative ways teachers can learn how to increase the efficiency of mentoring and create culturally sensitive classrooms, including online resources. [2] Some U.S. public schools receive Title III support to help pay for their preparatory courses. Title III is part of the No Child Left Behind Act, which allows money for English language acquisition programs, including professional development for trainers. [quote needed] Strategies Since the basis of protected instruction or SDAIE is to create a framework for language development then one of the easiest ways to follow the set form of instruction. For example, starting each lesson with an introductory activity that evaluates students' knowledge in a non-threatening and non-graduated format allows the teacher to evaluate students' skills. It is vital that the teacher shapes his or her lessons in order to clearly define language and content and make the activity meaningful by linking them to the knowledge of the past and the present and additional materials. Some examples of lessons include practical and collaborative learning activities, vocabulary and visual cues. Teachers also place emphasis on developing the organisation and learning skills of pupils. [quote needed] Teachers can use protected instructions in different program models, such as language immersion, extraction, team teaching. Teachers can use mainstream classroom-protected instructions to support English language learners, or the class may be specially designed, such as Protected U.S. History. [quote needed] Many ellid are also refugees, so protected tutoring can be one of the useful strategies for guiding them. [3] The teacher should speak more clearly and slowly, use more graphics and similar multimodal teaching tools, and talk with shorter sentences and clauses. [3] Such classes may include only English learners or linguistically diverse language learners and english speakers. [4] According to Michael Genzuk,[5] SDAIE strategies usually include: Increase waiting times, be patient. Give students time to think and process information before giving answers. The student may know the answers, but need more processing time to say it in English. Reply to the student's message, do not correct errors (extension). If a student has the right answer and it is understandable, do not correct his or her grammar. The exact word and the right response develops over time. Instead, repeat your response by placing it in standard English, use positive reinforcement techniques. Simplify the teacher's language. Speak directly to the student by highlighting important name words and verbs using as few additional words as possible. Repeating and speaking louder does not help; and body language does so. Don't force oral production. Instead, give the student the opportunity to demonstrate their understanding and knowledge through body activities, drawing pictures, handling objects, or providing them. There's going to be a call. Demonize, use visuals and manipulations. If possible, you'll receive gestures, pictures, and objects that help you get over the meaning. Use different images or objects for the same idea. Give immediate context for new words. Understanding input is the key to acquiring a language. Do lessons on sensory activities. Give students the opportunity to touch, listen, smell, and taste if possible. Talk about words that describe these senses as students physically experience the lesson. Write new words as well as say them. Even or group students with native speakers. Much of the student's language is derived from communication with peers. Give students tasks that require each member of the group to communicate, but arrange it so that the student has simpler tasks in the language. Use collaborative learning techniques in a student-centered classroom. Customize the materials according to the student's language level, maintain content integrity. Do not le-down content. Rather, make concepts more accessible and comprehensible by adding images, charts, maps, time lines and diagrams in addition to simplifying the language. Increase your knowledge. Learn as much as possible about the language and culture of your students. Go to movies, read books, look at pictures of countries. Remember the similarities and differences, and then check your knowledge by asking your students if they agree with your impressions. Learn as much about the student's language as possible; even a few words to help. Rely on the student's prior knowledge. As far as you can do, study how the ideas and concepts you teach are based on the student's past knowledge or previous teaching methods. Encourage students to show attention to differences and combine similarities. Support the student's home language and culture; bring it to the classroom. An important objective should be to encourage students to retain their home languages if they also acquire English. Let students bring a multicultural perspective to the topics you teach. Encourage students to bring pictures, poems, dances, proverbs, or games. Encourage students to bring these items as part of the topic you teach, not just as separate activities. Do everything you can to Your fluent English-speaking students see all students as knowledgeable individuals in respected culture. Protected guidance monitoring protocol Protected guidance observation protocol is a research-based observation tool used to measure protected instructions. [1] [6] This is a concept-based methodology for teacher training, also called SIOP, which is used to measure teacher efficiency in the classroom. [7] This is one approach teachers use to help ELLs, or English language learners. [8] SIOP uses a number of related activities to achieve the objective of acquiring a second language, including lesson plans, background, understandable contribution, strategies, communication, practice/implementation, lesson transfer and review and evaluation. [1] [7] [8] Links ^ a b c EAS Secrets Study Guide (PDF). Metromix. 1 May 2017 (the work is copyrighted and cannot be copied) ^ Knowledge Transfer Systems1. 1 May 2017. In 2004 Tamm became chief of staff of the island. Metromix. 2017, p. 5. 1 May 2017. (the work is copyrighted and cannot be copied) ^ Postman, Robert (2018). Barron's NYSSTCE: EAS, ALST, Multi-Subject CST, Review by EdTPA (4th ed.). Hauppauge, New York. (2005) p. 37. isbn 978-1-4380-0618-5. In 2004, Tamm became the island's chief of staff. Specially designed academic learning in English (SDAIE) for minority language students (PDF). University of Southern California. 1 May 2017. SIOP model. Pearson Education. 1 May 2017. In 2004 Tamm became chief of staff of the island. North Slope District School (Alaska). 1 May 2017, 2015 - Barron's NYSSTCE: EAS, ALST, Multi-Subject CST, review by edTPA (4th ed.). Hauppauge, New York. (2005) p. 39. isbn 978-1-4380-0618-5. See also The Acquisition of A Second Language Content and Language Integrated Learning (CLIL) Understandable Input (see Stephen Krashen) Use based on language acquisition (see: Michael Tomasello, Brian MacWhinney, Elizabeth Bates, Diane Larsen-Freeman et al.) Competition model General learning and co-building of knowledge Social communication theory: an explanation of language development that highlights the role of social interaction between developing children and linguistically informed adults. It is largely based on the socio-cultural theories of Soviet psychologist Lev Vygotsky. Zone proximal development: Learning through socialization, where people are able to benefit from the experience of their peers or teachers so that they cannot be alone. Zone bridges gap that is known and what may be known. Based largely on the socio-cultural theory of soviet psychologist Lev Vygotsky. Guided scaffolding: a learning process designed to promote a deeper level of learning. Scaffolding is a tailored to the student's needs to help the student achieve his or her learning goals (Sawyer, 2006). Although this term was never used in Vygotsky's papers, this concept is attributed to it as a necessary component of the pro-economic development zone. Collaborative learning: Collaborative learning defines teaching methods where couples or small groups of learners work together to achieve a common goal. The goal is to work with learners to maximize their own learning and each other's learning. Retrieved from