A SIOP COURSE FOR IN SERVICE TEACHERS OF THE BACHELOR'S LANGUAGE TEACHING PROGRAM AT FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL, UNICOLOMBO

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ABSTRACT

The main purpose of this study was to assist Education college teachers from the Unicolombo

Teaching Program in developing competencies in order to carry out CBI lessons using the SIOP

model as an alternative and to be capable of integrating language and content simultaneously

through the design and implementation of a SIOP course. Questions formulated to achieve the

purpose of the study focused on. (1) Diagnosing what SIOP features teachers apply in their

classes. (2) Implementing a SIOP course regarding the professor's needs. (3) Describing the

improvement of the Licenciatura faculty's SIOP pedagogical knowledge. Eleven teachers

constituted the sample for this study and three instruments designed by the researchers were used

for data collection, which were surveys, worksheets, and lesson plans. Results indicated that

teachers made noticeable modifications in their initial lesson plans in terms of learning strategies,

scaffolding techniques, assessment, and the integration of language objectives in accordance

with content objectives. The effect of Sheltered Instruction Observation Protocol model on

teachers' teaching competencies was somehow significant. This course gave teachers the

opportunity to reflect on their pedagogical practice in order to make decisions and be creative.

Key words: Sheltered Instruction Observation Protocol model, teaching competencies, CBI

lessons, content and language integration, teacher training.

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1. INTRODUCTION

One significant notion that emerged in the field of second language teaching research is that language must be acquired through the learning process of new content (Gutiérrez, Durán, and Beltrán, 2012). According to Leaver and Stryker (1989) "language proficiency is achieved by shifting the focus of the course from the learning of language per se to the learning of subject matter". In this way, language learning becomes more meaningful for the learner and more remarkable than when it is learned independently.

The demand for teaching subjects through the medium of foreign languages such as English has been increasing exponentially and the success of these changes requires teachers that are competent in using a Content based instruction approach (CBI) in their classrooms. However, "the lack of professional training in CBl is increasingly problematic as the number of programs adopting some content-based methodology continues to rise" (Sagliano, Stewart, & Sagliano, 1998).

The latter "provides an opportunity for the EFL teaching profession to both reconceptualize the boundaries of the profession, and take advantage of the new opportunities given in order to improve student learning outcomes" (Marsh and Frigols , 2012)

The present study reveals how teachers in the Undergraduate English Teacher Education program (Licenciatura en Bilingüismo en ingles) who may teach subjects in English under the CBI approach enhance their knowledge and skills necessary to consciously integrate content and language objectives in their classes. English proficiency level had been diagnosed before and all of them were in a C1 level where they can use language flexibly and effectively for social, academic, and professional purposes.

On the other hand, the Education program was initiated in 2007 as a response to the problem of low quality of education in foreign language teaching in our region, Cartagena, and it aimed at the qualification of transformation processes in the pedagogical and linguistic practices of EFL (English as a foreign language) teachers. In other words, the main emphasis of the program has been to educate critical teachers who reflect on their professional practice as well as master the target language.

However, according to the diagnosis carried out in the Education program, Lopez, Peláez and Romero (2015), it was revealed that teachers expressed that they use different models to teach subjects in English but not a specific one and also that they do not establish any difference between the classes they teach in Spanish and the ones they develop in English. The only difference is the language of instruction. This means that they do not plan their classes determining both content objectives and language objectives.

Likewise, in the latter study, students also said that teachers made more emphasis in the teaching of content rather than in the language. They felt that there was not an emphasis in the language during the instruction, nor a balance between content and language objectives, and what teachers evaluated in the exams was obviously only content.

Moreover, students expressed that teachers did not state the objectives of the class, neither the content nor the language objectives. Consequently, teachers were not using good practices to prepare and deliver their lessons as it is highlighted in the SIOP model.

For that reason, the purpose of this research was to assists participants in developing the necessary knowledge and skills in order to carry out CBI lessons using the SIOP model as an alternative to be capable of integrate language and content simultaneously. In addition, the Education program needed them to be able to teach students in the Undergraduate English Teacher Education program (Licenciatura en Bilingüismo en ingles) how to develop the SIOP model in their educational contexts balancing the dual focus on language and content.

As students in the Undergraduate English Teacher Education program (Licenciatura en Bilingüismo en ingles), having a solid understanding of language-teaching trends is of great importance and a prerequisite of the proper functioning of the teaching-learning process in

Cartagena. There is a huge demand for up-to-date professionals who meet the challenges in the field of education. Therefore, a training course, which aimed at improving pedagogical actions in the content classes taught in English, was a necessity since teachers needed to overcome burdens when addressing ELLs' (English language learners) language and content area they have to encounter in their particular contexts.

2. OBJECTIVES OF THE STUDY AND RESEARCH QUESTION

2.1 Research Question:

In order to enhance teachers competencies to integrate language and content in their classes:

In what ways do teachers from the Unicolombo Teaching Program enhance their knowledge when integrating content and language in their classes after taking the SIOP course?

2.2 General Objective

To enhance Education college teachers' SIOP pedagogical knowledge in order to integrate content and language in their practice through the implementation of a course.

2.3 Specific Objectives

1. To diagnose what SIOP features teachers apply in their classes.

2. To implement a SIOP course regarding the professor's needs.

3. To describe the improvement of the Licenciatura faculty's SIOP pedagogical knowledge.

3. THEORETICAL FRAMEWORK

In this section, the relevant literature to this research study is presented. It starts introducing Content Based Instruction (CBI) in order to have a broad idea of what this approach is. For this purpose, Content Based Instruction is defined, characterized and some features are presented. Then, the different models of CBI are briefly introduced with a special focus on the sheltered instruction observation protocol (SIOP) as an alternative to design lessons that integrate language and content simultaneously. After that, the requirements for this model are documented, expressed in the eight components of SIOP model. And finally, some literature about course design is also presented.

3.1 Definition of Content Based Instruction (CBI)

As Stryker and Leaver (1997) state, Content-based foreign language instruction shifts the focus of instruction from the learning of language per se to the learning of language through the study of a subject matter. In other words, (CBI) encourages students to learn a language by actually using the language as a real means of communication.

According to Brinton (1989), content-based instruction bases on parallel students' acquisition of knowledge related to a certain non-linguistic discipline(s) and target language

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communication skills. The author claims that students will be able to access to new contents through language and at the same time, contents will help them to acquire language.

Then, classes should be designed based on the non-linguistic discipline rather than in language goals. This way, language is learned through content goals. Tarnopolsky (2012) stated that as a result of focusing students' attention on specialized content learned through the medium of the target language, the language itself and communication skills are mastered to some extent implicitly, without students' conscious efforts to remember language forms. If language is learned in this way, then it is beneficial for the students because they would be learning in a natural way.

Likewise, Stoller (2002, cited in Pessoa et al., 2007) indicates that CBI is "language as a medium for learning content and content as a resource for learning and improving language" (p. 103). This shows that language and content learning should go hand in hand in the CBI classroom to support "its dual commitment to language- and content-learning objectives" (Stoller, 2004, p. 261).

Therefore, Content Based Instruction (CBI) refers to an approach to second or foreign language teaching in which teaching is organized around content or information rather than around forms, functions, situations or skills.

3.2 Features of Content Based Instruction (CBI)

According to Chamot and O'Malley There are at least four reasons for incorporating content into the English as a Second Language (ESL) class and that represent its major features which set it apart from other approaches to language teaching and traditional methods to language teaching.

They are described as follows:

➢ The first reason is that content provides students with an opportunity to develop important knowledge in different subject areas. However, teachers have to shelter (make the material understandable) the content students are exposed to without adaptation of the content concepts (Echavarria, Vogt & Short, 2013).

As regards content selection, Bernhardt (1986, in Stryker and Leaver, 1997) suggest that teachers should look for familiar topics for which students already possess the linguistic, content, and cultural background knowledge.

➢ Also, students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concepts developed.

➢ A third reason is that many students develop greater motivation when they are learning content than when they are learning language only. Furthermore, authentic material is used in CBI. This material fosters cultural awareness in learners and it is also motivating since it is meaningful and derived from relevant content for students.

➢ Finally, content provides a context for teaching students learning strategies (1994, p. 26). Learning strategies play a vital role in CBI classes because students organize and summarize information and ask questions for clarification. (Chamot& O'Malley, 1986; Oxford, 1990).

3.3 Models of Content Based Instruction (CBI)

These models are Theme-based model, Adjunct model and SIOP model.

3.3.1 Theme-based model

This model is considered one of the weakest forms of CBI since "language aims are usually more important than the content learning objectives" (Dueñas, 2004, p.4). Brinton, Snow and Wesche (1989) also understand this model as a kind of content based instruction that is basically language oriented.

The theme based model constitutes the most common model among other CBI models because its lack of complexity in its application. This model establishes that a language teacher is in charge of teaching content and using it as a medium to teach language at the same time. Language syllabus in TB courses is organized either around different topics within a particular discipline, or including a number of individual topics associated with a relevant general theme or content area. (Dueñas 2004).

According to Brinton, Snow and Wesche (1989) in Theme-based courses an attempt is often made to integrate the topic into the teaching of all skills. In other words, it aims at integrating the four communicative skills that are organized around topics or themes for professional purposes. Therefore, this model helps students to cope with the demand of texts that are cognitively challenging (Banegas, 2011).

The goal of the Theme-based model is to assist learners in developing general academic language skills through interesting and relevant content.

3.3.2 Adjunct Model

In this model, students are enrolled in two linked courses; a content course and a language course. Both courses share the same content base but differ in their focus of instruction. As Flowerdew (1993) and Dueñas (2004) explain, this model is a sophisticated way to integrate two classes that share content but the emphasis of each of them differs in that one focuses on the content and the other in the language. Therefore while language teachers emphasize language skills, content teachers focus on academic concepts.

The latter represents one of the major drawbacks of this model since there must be coordination between the instructors in order to integrate the content texts and even strategies in both classes. In most of the cases, language teachers make the extra efforts to become familiar with the content.

3.3.3 Sheltered Instruction Observation Protocol (SIOP model)

Sheltered instruction model was originally developed for elementary foreign language immersion programs that use a content curriculum adapted to accommodate students' limited proficiency in the language instruction. SIOP is based on eight components and a 30-item framework for teaching language and content effectively shown in figure 1 (Echevarria, Vogt, & Short, 2008;Short & Echevarria, 1999)

The SIOP model is a research-based model of sheltered instruction that originated from the SIOP instrument which was developed by Echevarria and Short (1999) at the Center for Research on Education, Diversity, and Excellence as a way to observe the best practices of teaching content in school districts in the U.S.A.

Component	Features
Lesson Preparation	1. Clearly defined content objectives for students 2. Clear defined language objectives for students 3. Content concepts appropriate for age and educational background 4. Supplementary materials used to a high degree making the lesson clear and meaningful, for example, graphs, models, and visuals 5. Adaptation of content to all levels of student proficiency 6. Meaningful activities that integrate lesson concepts, for example, surveys and letter writing
Building Background	7. Concepts explicitly linked to students' background experiences 8. Links explicitly made between past learning and new concepts 9. Key vocabulary emphasized, for example, written, repeated, and highlighted
Comprehensible Input	10. Speech appropriate for students' proficiency level, for example, slower rate and enunciation, and simple sentences for beginners 11. Explanation of academic tasks clear 12. Uses a variety of techniques to make content concepts clear, for example, modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Strategies	13. Provides ample opportunities for students to use strategies (cognitive, metacognitive, social / affective) 14. Consistent use of scaffolding techniques throughout lessons, assisting and supporting student understanding such as think-alouds 15. Teacher uses a variety of questions types, including those that promote higher-order thinking skills throughout the lesson, for example, literal, analytical, interpretive questions
Interaction	16. Frequent opportunities for interaction and discussion among students and between teacher and students, which encourage elaborated responses about lesson concepts 17. Grouping configurations support language and content objectives of the lesson 18. Consistently provides sufficient wait time for student response 19. Ample opportunities for students to clarify key concepts in their first language
Practice & Application	20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge 21. Provides hands-on activities for students to apply content and language knowledge in the classroom 22. Uses activities that integrate all language skills (reading, writing, listening, speaking)
Lesson Delivery	23. Content objectives clearly supported by lesson delivery 24. Language objectives clearly supported by lesson delivery 25. Students engaged approximately 90% to 100% of the period 26. Pacing of the lesson appropriate to the students' ability level
Review & Assessment	27. Comprehensive review of key vocabulary 28. Comprehensive review of key content concepts 29. Regularly provides feedback to students on their output, for example, language, content, work 30. Conducts assessments of student comprehension and learning of all lesson objectives, for example, spot checking, group response throughout the lesson

Note: Summarized from Echevarria, Vogt, and Short (2004, pp. 209-210).   (Figure 1)

3.3.4. Components of the SIOP model

Component #1. Lesson preparation

The process of planning a lesson is a crucial step to both teachers and students.
(Echevarria, Vogt, & Short, 2008). This component is focused on the statement of content goals and language goals that meet the needs of students. Lesson preparation is a critical foundation for delivering a high-quality SIOP lesson. Thoughtful planning leads to effective teaching, although a great plan does not guarantee a great lesson for English learners.

Component #2 Building background.

According to the creators of the model, effective SIOP teachers must present information in a way that students can understand bearing in mind their educational experiences. New information is linked to student's backgrounds and experiences.

Component #3 Comprehensible input

Comprehensible input techniques are necessary to understand the essence of that is being said or pretended. A SIOP teacher makes verbal communication more understandable by consciously making modifications based on students' levels of English proficiency.

Component #4 Strategies

Teaching and providing practice with a variety of learning strategies that facilitate the learning process such as questions and tasks that involve higher level of thinking. Teachers must carefully scaffold instruction for those groups of students that may need additional support.

Component #5 Interaction

Brooks and Thurston (2010) claim to have found that English learners were more engaged academically when working in small groups or with partners that they were in whole-class instruction or individual work (as cited in Echevarria, Vogt, & Short 2008). This component focuses on providing multiple opportunities to students for interaction and talking to one another. Some of the benefits to having students engaged in interaction are deeper understanding of text, oral language development, brain stimulation, increased motivation, among others.

Component #6 Practice and application

Second language acquisition research has shown that for an individual to develop a high level of proficiency in a new language, he or she must have opportunities not only for comprehensible input (Krashen, 1985) but also for targeted output (Swain, 1985) in an oral or written practice. This is why teachers must choose carefully the type of activities to develop in

the classroom. Teachers need to take into account structure of the task and degree of difficulty for the resulting product, the grouping configurations, the type of feedback that will be provided so it is geared to proficiency level and the expectations for students' achievement. (Vogt, 2012, as cited in Echevarria, Vogt, & Short 2008).

Component #7 Lesson delivery

As it was mentioned before, lesson preparation is the first step in delivering a lesson that leads to student learning. However, even the best prepared lesson can end up unsuccessfully if it is not delivered appropriately. Lesson delivery effectiveness is closely related to aspects such as the level of students' participation, how clearly information is communicated, students' level of understanding reflected on the quality of their work.

Compoment #8 Review and assessment.

Assessment is defined as the gathering and synthesizing of information concerning to students' learning. The processes of assessment and evaluation can be viewed as progressive: first, assessment, then, evaluation. Effective SIOP teachers use their assessment finding to plan their lessons according to student needs and strengths and review students' progress toward meeting the content and language objectives in each lesson.

3.4 Course Design

According to Toohey (1999) "Much of the creativity and power in teaching lies in the design of the curriculum: the choice of texts and ideas which become the focus of study, the planning of experiences for students and the means by which achievement is assessed. These define the boundaries of the experience for students. Clear purpose acts as a guiding principle in the many choices to be made."

3.4.1 The Sandwich Approach to course design.

This model to course design is simultaneously data-driven and theory-driven. On the "top" of the model (Figure 2) it is found analysis of target needs and situational constraints. Target needs refer to the types of activities the student will need to carry out in English and the language knowledge and skills necessary to perform these activities successfully. Situational constraints are those factors, which, in some way, limit what it is possible for teachers to do in classes.

At the bottom of the model, learning needs analysis is carried out, looking at the student's current levels of competence, their learning styles and so on. By comparing, "where the group is now" analysis with "where it is wanted to get" analysis of target needs, teachers can derive a set of teaching points which need to be covered in the course.

On the theory side of the sandwich, it is found approaches to education, to language and to learning, which are vital elements in the overall coherence of the course design.

In this model, then, designers take input simultaneously form top and bottom, from data and theory, to make up the bread and butter of the course. The syllabus design as such then becomes the filling in the sandwich, whose nature is determined by the input factors. If teachers know where the group is going and what they need to do in order to get there and are aware of the students' learning styles and preferences, then decisions relating to sequence and structure and selection of materials are more easily arrived at.

The course should then be implemented with a pilot group with subsequent modification and adaptation until results are deemed to be satisfactory, at which point the course may be fully implemented.

Moss, G (forthcoming): Making Sandwiches: A combined approach to course design for English teachers. Barranquilla: Ediciones Uninorte

COURSE DESIGN: THE SANDWICH APPROACH

Data-driven → COURSE DESIGN ← Theory-driven

TARGET NEEDS
Students will need to read
Academic texts and attend lectures.

A COURSE GOAL

Development of critical reading
and listening skills

APPROACH TO EDUCATION
Critical citizenship
implies critical discourse skills

➡ Sequence of skills to be emphasized:

1. Reading

2. Listening

3. Speaking and writing

APPROACH TO LANGUAGE and LEARNING
Functional, cognitivist: awareness;
exposure; engagement

SOME TEACHING POINTS

Language and learning awareness; reading and listening strategies

LEARNING NEEDS

➢ Many poor L1 readers
➢ Immediate need for reading
➢ Desire for listening

(Figure 2)

3.4.2 Learning-centered syllabus focus to course design.

This type of syllabus focuses on cognitive processes and the development of learning skills and strategies. One of the most frequent types of learning centred syllabus is the task-based syllabus in which learning of the language takes place through using the language in order to carry out a task or project. This type of syllabus also emphasizes collaborative learning as the tasks or projects are usually design to be worked on in groups.

3.4.3 Constituent Analysis.

The basic principle of constituent analysis is taking each one of the course goals and listing exactly what knowledge and which skills are necessary for achieving it. Teachers then compare this list with what the students already know and are already able to do. Once teachers have ticked off those points, which the students have already mastered, they are left with a list of what they have to teach in order to achieve the course goals. That is, a list of teaching points.

In order for the principles of constituent analysis to be addressed successfully, the designer must ask himself or herself the following two questions (figure 3):

1. What do people need to know in order to….?

2. What do people need to be able to do in order to….?

The first question lead teachers to define the knowledge constituents of the goal so the points listed are expressed as entities, for example, "vocabulary", "conjunctions", etc. the second question lead them to define the skills constituents of the goal so the points listed are expressed in terms of actions or processes such as "spell the words", identify strategies, etc.

CONSTITUENT ANALYSIS OF A TARGET GOAL

Goal: Development of written competence.

General objective: Students should be able to write a short narrative text.

Starting questions:

1. What do people need to know in order to write a narrative text?
2. What do people need to be able to do in order to in order to write a narrative text?

What do people need to know in order to write a narrative text? --> Constituent knowledge

➢ The letters of the English language.
➢ The lexical items related to the topic to be narrated.
➢ Grammatical items typical of narratives: past tense, relative clauses, conjunctions.
➢ Cohesive devices typical of narratives: anaphoric and cataphoric reference, connectors of sequence.
➢ The elements of narratives: actors, settings, events.
➢ The structures of narratives: orientation, complicating action, resolution, coda.

What do people need to be able to do in order to in order to write a narrative text? --> Constituent skills

➢ To form the letters.
➢ To choose appropriate words and spell them correctly.
➢ To select and apply appropriate grammatical structures.
➢ To make use of appropriate cohesive devices.
➢ To describe the actors, events and settings involved in the narrative.
➢ To organize the ideas and information in a coherent narrative structure.

(Figure 3)

4. METHODOLOGY

This study was done following action research (AR) as a research strategy. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. (Ferrance, 2000).

According to Burns (2010) "the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice". She makes clear that the improvements that happen in this type of study are based on the data collected systematically by the action researcher. In this way, the changes made in the teaching situation arise from solid information rather than from assumptions about the way we think things are.

Participants in this study were ten teachers from the "English teaching-learning Program at Fundación Universitaria Colombo Internacional-Unicolombo. Most of them were language professional teachers while others were professionals in related careers. The subjects they teach in the program are History of language, Communication, Second Language Acquisition, Research, Material Design, Sociolinguistics, Pragmatics and Discourse Analysis, Second Language Assessment Workshop, Current approaches to Language Teaching, among others.

In order to systematize the data that is going to be collected in this research project, the procedures implemented are listed as follows: the study began with a search of the existence

databases and documents on the approach Content based Instruction (CBI) and its models, specifically the SIOP model.

The results from the analysis of data were useful for the development of a survey that was carried out with the teachers in the program with the purpose of getting some insights about their perceptions on their capacity to integrate language and content in their teaching practice.

According to the results provided by the needs analysis, the course was designed in order to fulfill the necessities of the group. The focus selected to develop the course is centered in only four of the components of sheltered instruction (SIOP model) teachers need to enhance. These are:

Component # 1: Prepare lessons with content and language objectives and meaningful activities and materials.

Component # 4: Use strategies to scaffold and question learners to get practice learning strategies.

Component #7: Deliver the objective. Aligned lesson with appropriate pacing and high student engagement.

Component #8: Reviewing key concepts and vocabulary and assessing student comprehension. The selection of the content of the course is supported on the constituent analysis carried out and presented below.

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The course was developed in six sessions during a week at Fundación Universitaria Colombo Internacional. Each session was designed under the following teaching methodology:

1. Presentation of the content and language objectives for the session.

2. Warm up activity to introduce each component.

3. Presentation of the component and features of the component.

4. Activities related to the component.

5. Reflection on the topic.

At the end, teachers' growth of their competencies on the integration of content and language was corroborated through the SIOP model in their lessons through the analysis of a sample of their lessons plans and a checklist. Also their perceptions were verified on their own improvements through a survey.

By conducting this action research study, the kind of data collected is not easily represented by numbers. Namely, teachers' experiences, their perceptions of the teaching-learning process, observational data, to name a few. This kind of data is best analyzed and presented in textual form, rather than reducing it to statistical analyses.

Having clear what action research consists of, it can be stated that this type of study design is the most suitable for gathering data on our research objectives and contributes to the improvement of the particular phenomenon. It also helps us increase our understanding of the issues involved in the current educational context and it lead us to the development of possible solutions.

For that reason, the purpose of the development program is based on assisting teachers with the necessary knowledge and skills in order to carry out CBI lessons using the SIOP model in their undergraduate classes as an alternative to be capable of integrating language and content simultaneously and decide if this methodology could be useful in their classrooms.

5. DATA COLLECTION ANALYSIS

After collecting data, the analysis of this is essential to ensure that there is enough relevant information to make comparisons and examination. Data has to be processed and analyzed "in accordance with the outline laid down for the purpose at the time of developing the research plan"; it implies "editing, coding, classification and tabulation of collected data so that they are amenable to analysis" (Kothari, 2004, p. 122).

In order to diagnose what SIOP features teachers applied in their classes before taking the course, teachers were asked to bring one lesson plan of one of their classes in order to analyze them and it was applied a survey that included the teaching points considered in the SIOP model.

5.1 Initial Lesson Plans Analysis

teachers explained that there exists a lesson plan format designed by the university to be used in all classes. This format is organized as follows:

1. Learning unit: in this first part, teachers must state the topic of the lesson. This is what the class will be focused on.

2. Competence: this refers to what students are going to be able to do at the end of the lesson, for example to plan a small project on the topic.

3. Lesson introduction: teachers start the lesson by involving students in activities where they can reflect on and discuss about the topic through supplementary materials such as readings, videos, among others.

4. Lesson Learning: this refers to what students must be able to know in order to do the final task.

5. Guided instruction / independent practice: in this part, it is stated how the teacher is going to help students go through the lesson as a scaffolding technique where he/she takes learners from guided instruction to independent practice where students must be able to do a similar task on their own.

6. Lesson closure/ review: to finish the lesson, the teacher makes sure that the class understood everything and there are not any traces of doubt concerning the explanation, and for that, he/she can use any assessment instrument he/she thinks is appropriate for the lesson.

7. Independent work: refers to extra work for students in order to continue expanding their knowledge on the given topic such as readings.

8. Assessment instrument: in this section, teachers must state once again which will be the instrument to assess students learning, for example a quiz or students' participations in a discussion.

9. Bibliography: in the last part of this format, teachers select useful reading sources for the lesson.

To sum up, in their initial lesson planning it can be diagnosed that the features teachers apply in the lesson preparation SIOP component were defining content objective for students, using supplementary materials, and preparing meaningful activities. For the component of the strategies some teachers evidenced in their lesson plans that they used scaffolding techniques to support students' understanding. Also, the features they applied in the lesson delivery SIOP component were supporting content objectives and involving students. And for the review and assessment component, the features "review of key concepts" and "assessment of student comprehension" were stated in some of their initial lesson plans.

5.2 Analysis of the components of the survey

In order to offer a better explanation, the eight components of the survey were analyzed in more detail.
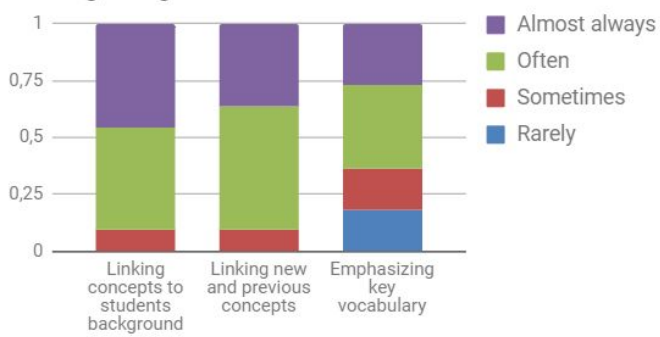
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Lesson preparation
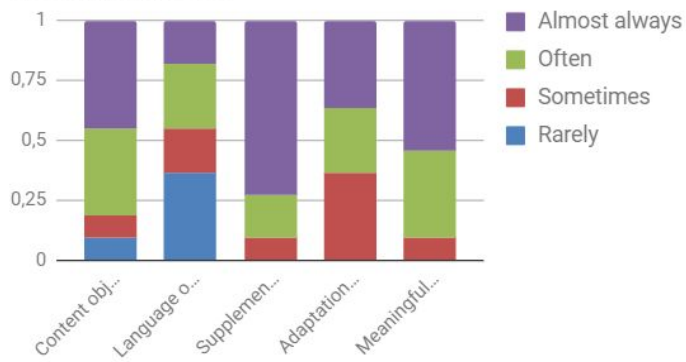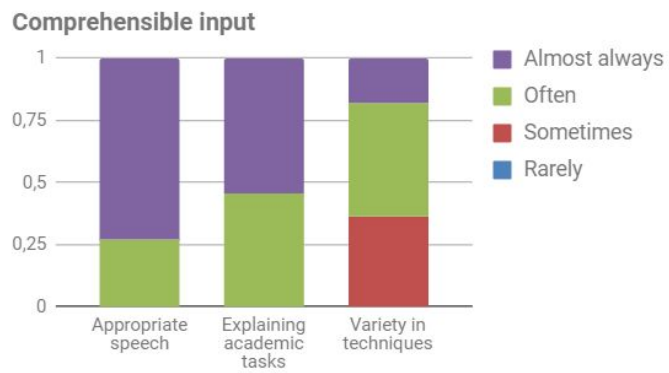

Component "Building Background"

Building background

Component "Comprehensible input"
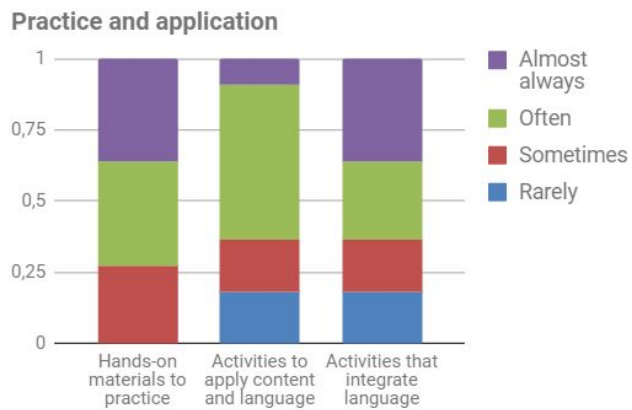

Comprehensible input

Component "Strategies"

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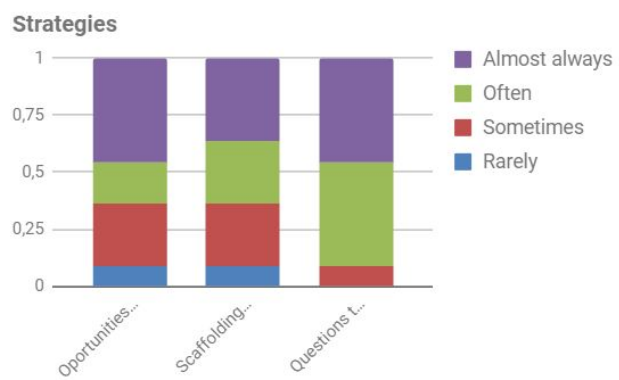
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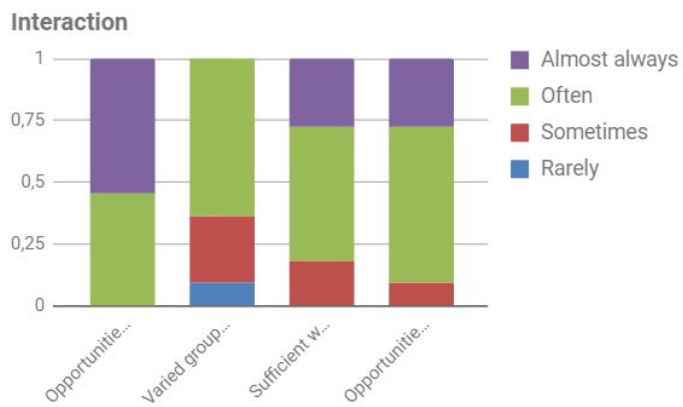
Component "Practice and application"

Practice and application

Component "Lesson delivery"

Lesson delivery
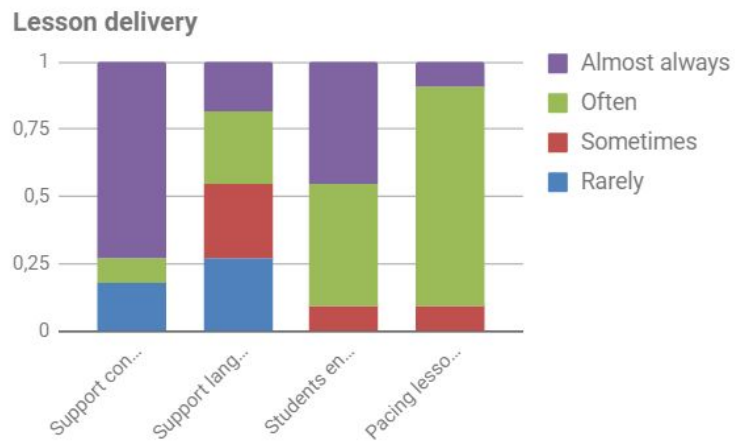
Component "Review and assessment"

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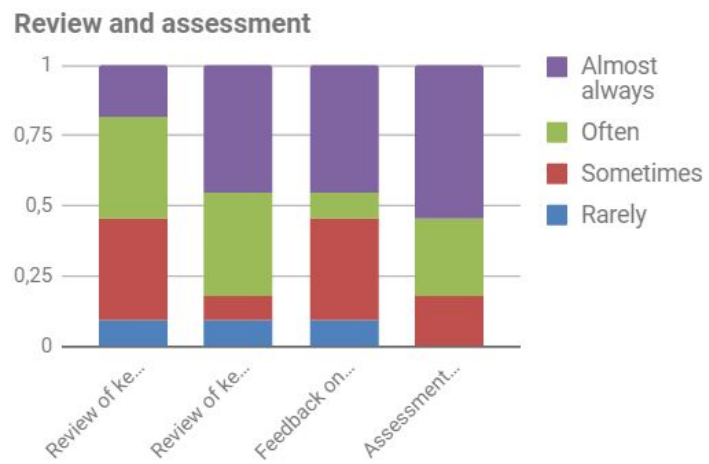
5.3 Course Design: Constituent Analysis

Constituent Analysis of a Target Goal SIOP COURSE
Goal: teachers will be able to integrate content and language objectives in a lesson plan and deliver it successfully applying the SIOP model. General Objective: Starting questions: 1. What do teachers need to know in order to integrate content and language objectives through the use of the SIOP model? 2. What do teachers need to be able to do in order to integrate content and language objectives through the use of the SIOP model?
Constituent Knowledge: What do teachers know in order to integrate content and language objectives through the use of the SIOP model? - Concept of content objectives and a language objectives - Distinction between content and language objectives. - Types of supplementary materials that can be used in a lesson. - Importance of supplementary materials in the delivery of any lesson. - Usage of the different types of graphic organizers - Concept of learning strategies and difference between this and instructional strategies. - Relationship between objectives stated and learning strategies - Concept of cognitive, metacognitive and socioaffective strategies. - Verbs related to cognitive and metacognitive processes. - Scaffolding techniques - Assessment techniques
Constituent Skills: What do teachers need to be able to do in order to integrate content and language objectives through the use of the SIOP model? - To write appropriate content and language objectives that support those content objectives. - To incorporate supplementary materials and meaningful activities that are suitable for english learners in a lesson plan. - To use graphic organizers as supplementary materials in a lesson. - To use the board as an important visual material in a class. - To design appropriate supplementary materials - To write a set of questions or tasks on a chosen topic with increasing levels of

cognition.
- To include scaffolding techniques in a lesson plan.
- Monitor lessons to determine if the delivery is supporting the objectives
- Determine opportunities for previewing and assessing key vocabulary and key content concepts in a lesson plan.

5.4 Final Analysis

For the products delivered by the teachers at the end of the course, initial lesson plans were compared with modified lesson plans in order to analyze any improvement professor might have done related to the components taught in the course which were lesson preparation, strategies, lesson delivery, and review and assessment. To do this, all of the lessons plans received were checked. Seven out of ten teachers did the task, that means there were fourteen lesson plans to be compared.

When tabulating data on the surveys, to be able to analyze and present the information obtained questions of the survey were codified. Also, for the lesson plans, they were enumerated from one to seven.

5.4.1 Final Lesson plans Analysis

Lesson plan #1 was designed for Academic writing class. The main topic of the lesson was elements of the academic essay. In this lesson , the professor modified the initial lesson plan by shortening the first stage which was the introduction, this in order to introduce a new stage called review at the end of the lesson plan where students would share and discuss the answers of a questionnaire. Besides, He included this time two language objectives with the purpose of supporting the content objective.

Another important improvement in this lesson plan, is the addition of explicit learning strategies such as text skimming, peer discussion, and visualizing. Additionally, this professor included a motivation stage at the beginning of the lesson where students would discuss their perspectives and points of view towards the ones exposed in the text.

Lesson plan #2 was designed for Pragmatics and Discourse Analysis for seventh semester. The topic was Discourse Analysis and its features. In this lesson, the professor included one language objective in which students would discuss about the analysis of written and oral discourses using tools to unveil the message beyond the message. And at the end it was included a review and assessment stage where teachers would monitor the understanding and performance of the groups and provide feedback.

lesson plan #3 was designed for Current Approaches to Language Teaching for fifth semester. The topic was Communicative Language Teaching (CLT). This professor also included four language objectives for the lesson such as defining and explaining terms orally, using adjectives to describe students and teachers roles in the CLT approach, asking questions to their classmates about the use of this approach in today's language classes, and preparing a presentation to show the possibilities of use of this approach with a piece of realia. Besides, this time he specified which materials would necessary for the development of this lesson.

"Students will use different pieces of realia at the end of the class to show the multiple possibilities of communicative activities that can be carried out. The pieces of realia include different types of advertisements: food, gym, etc; movie posters, and a tv show screenshot. These documents represent real life situations which will help students be more contextualized.

The teacher will also use his body language to explain some of the techniques students may don't know. He will do this in order to make them identify inductively the meaning without the need of using the L1, which won't be forbidden at all. It could be used if necessary"

Another important improvement was the extension of the guided and independent practice stage. In the first lesson plan he just presented the main features of the CLT approach and students would participate giving their opinion. After that, students would be given a piece of realia with which they would create an activity taking into account the principles reviewed in class. After the modification, the professor added scaffolding techniques in order to help students define the concepts and explain the definitions. He also specified the use of higher order questioning to make students reflect on their teaching experience.

Lesson plan #4 was designed for Sociolinguistic students in sixth semester. The topic was Sociolinguistic language and variations. In this lesson, the professor explicitly stated the step of presenting the content and language objectives of students. He also included language objectives related to discussions and comparisons of linguistic structures for samples of male and female language.

Lesson plan #5 was designed for Second Language Acquisition students of fifth semester. The topic was theories of first language acquisition. Likewise the lesson plan #1 professor, this professor shortened the introduction stage in order to add another review activity at the end of the lesson. She also included language objectives such as explain contents orally, compare different perspectives to first language acquisition and defend orally one of the perspectives, and the end the professor added an activity in which students would make a list of the key concepts related to each one of the perspectives.

Lesson #6 was designed for Material Design for seventh semester. The topic was criteria for designing and evaluating materials. This professor included a language objective where students would justify their reasons in relation to the use of materials in the past and in the current time. In the same way, this professor extended the practice stage by adding an activity in which students would make use of graphic organizers in order to answer three stated questions, and in the review and assessment stage students would be ask to provide a brief summary of the whole class highlighting the main point of each one of the questions along with a personal point of view

towards them. At the end, there would be a galley walk with the graphic organizers so that students can analysis and draw conclusions based on the information portrayed.

Lesson #7 was designed for Second Language Assessment Workshop for sixth semester. The topic was testing, assessment, and teaching. In this lesson, there were no noticeable changes or improvements related to the SIOP model.

After comparing the lesson plans with their original versions, it can be stated that teachers took the course as a reminder of the aspects they should take care when planning a lesson. Most of them added supplementary materials, scaffolding and assessment strategies.

The most important enhancement in professor's lesson plans was evidenced in the inclusion of language objectives with the lesson delivery. Some teachers stated during the initial stage of application of the course this feature would not apply to their teaching context in the university level, however almost all of them included a language objective and supported it during the lesson delivery and also they expressed that it was the most useful SIOP model to include in their lessons.

After the course finished, professor took a survey in order to let us know their perceptions on the model and the course. It is also important to mention that seven out of ten teachers took the survey whose responses were useful to describe any improvement of the Licenciatura faculty's SIOP pedagogical knowledge.

5.4.2 Final Survey Analysis

The first question was based on expectations teachers might have had before taking the SIOP course where some of them stated that they wanted to learn about the model due to lack of knowledge such as on lesson planning focused on the SIOP model while others were expecting to review and expand some concepts related to the model.

In addition, all of the teachers answered positively to the second question of the survey which was "Would you use any of the features from the model to your regular classes?". The total percentage is evidenced in the graphic below. (graphic 1)
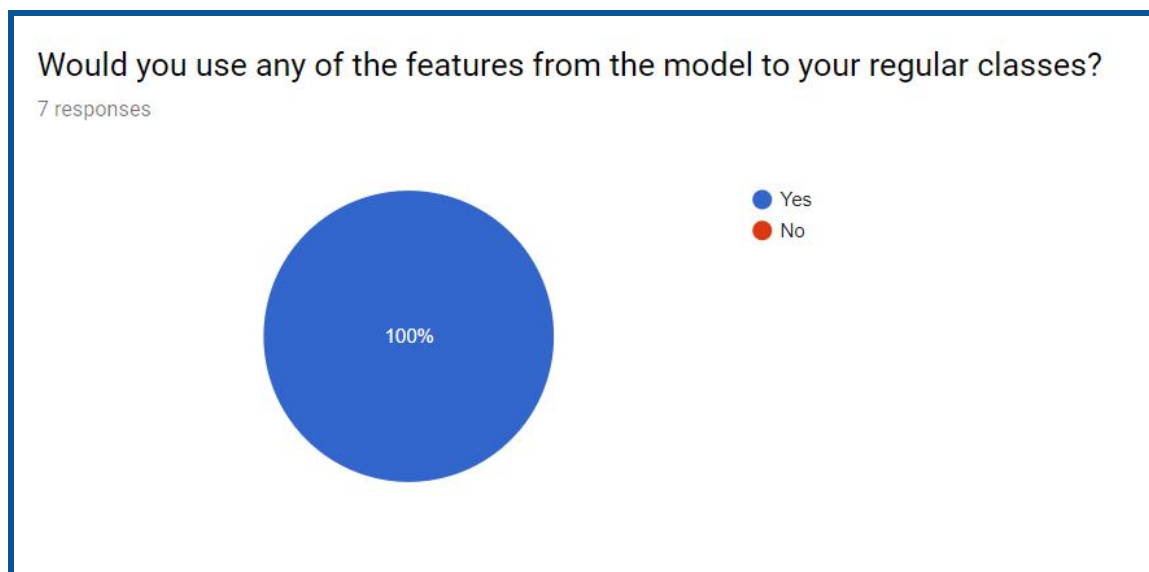
(graphic 1)

Likewise, teachers shared which of the features of the model they found more useful for their teaching context. In graphic 2 language objectives were rated as the most useful feature with 71.4 percent over the total. Then, there was a significant high level of the features "content objectives, learning strategies, feedback, and assessment of students' comprehension" at 57.1 percent. The third item, with 28.6 percent, corresponds to supplementary materials, meaningful activities, and comprehensive feedback of key concepts. In this question, the features "support for content and language objectives" and "comprehensive review of key vocabulary" were rated with the lowest percentages.

As regards their perceptions on what aspects they considered they needed to improve in their lessons after taking the course, teachers focused on supporting content and language objectives, using supplementary materials to a high level in order to enhance students' learning strategies, helping students develop metacognitive strategies, assessment of students' comprehension, and

the formulation of language objectives

Which one of the features of the model do you find more useful for your teaching context?

7 responses

Feature	Value
Content objectives	4 (57.1%)
Language object...	5 (71.4%)
Supplementary...	2 (28.6%)
Meaningful activ...	2 (28.6%)
Learning strateg...	4 (57.1%)
Support for cont...	1 (14.3%)
Comprehensive...	0 (0%)
Comprehensive...	2 (28.6%)
Feedback	4 (57.1%)
Assessment of s...	4 (57.1%)
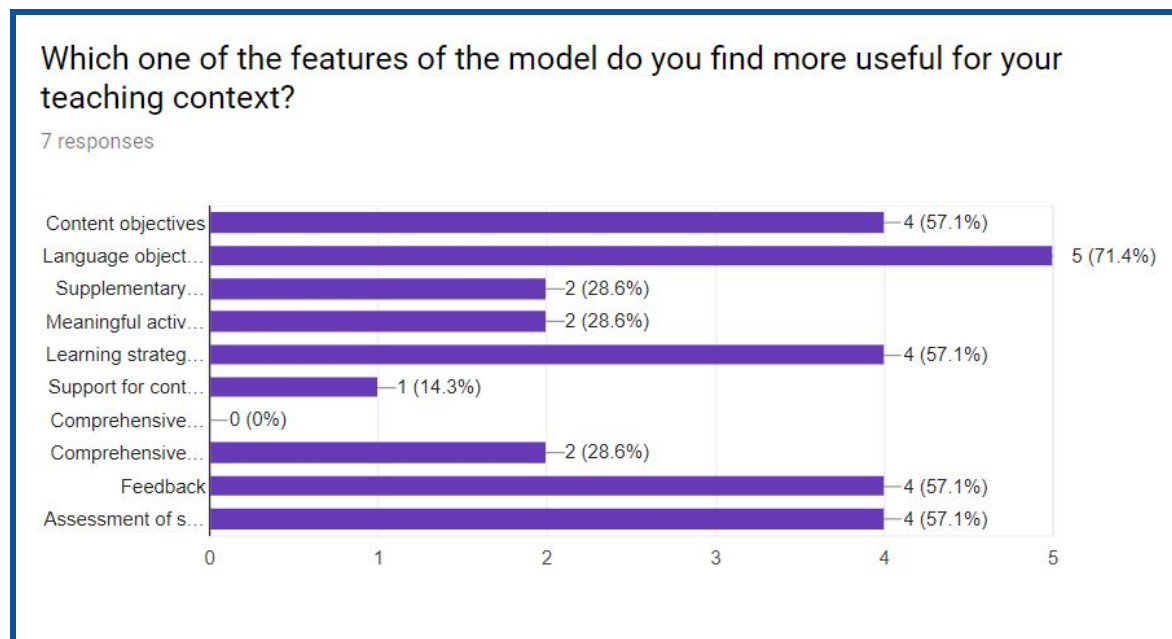
(graphic 2)

Besides, the survey asked for any contributions the course might have done to their teaching development in which they expressed the following ideas:

Professor #1 "By taking into account to work more on the language objectives".

Professor #2 "It was a reminder of some learning strategies we do not commonly use".

Professor #3 "Massively. It makes you feel aware of certain features we are not normally focused while teaching".

Professor #4 "I learned many things I can apply in my classes to make learning more effective".

Professor #5 "It helped me have a clearer idea of language teaching and learning. I'm recently teaching a course in which I could use these concepts.

Professor #6 "This course helped me to improve my competences regarding lesson preparation and delivery".

Professor #7 "It helped me improve my pedagogical practice in the classroom".

In the last question of the survey teachers could think about the aspects they would add or remove from the course in order to improve it for future students where they agreed on the fact that the course was rich in content but they expressed that the pacing should be slower in order to cover all the components of the SIOP model and to clarify them better with plenty explanation and more exercises with more time to discuss and share. Also, one of them stated that micro classes could be a great learning tool for students in order to be able to apply and see the usefulness of the concepts of the model.

6. CONCLUSIONS AND IMPLICATIONS

This chapter draws conclusions reached by this research along with future pedagogical and research implications that can be derived from this study. Through this dissertation, it was possible to respond to the main question of the study: In what ways do teachers from the Unicolombo Teaching Program enhance their knowledge when integrating content and language in their classes after taking the SIOP course?

Three secondary research questions were also asked to give a structural answer to the main question:

1. What SIOP features do teachers apply in their classes?

2. How to implement a SIOP course regarding the professor's needs?

3. What are some improvements of Licenciatura faculty's SIOP pedagogical knowledge?

Considering the analyzed data the following conclusions have been drawn:

After taking the course, Unicolombo Teaching Program teachers enhanced their pedagogical knowledge in terms of:

- Giving more support for content
- Including language objectives.
- Assessment of students comprehension

Nevertheless, it was evidenced during the lesson plans analysis and also in the final survey, that teachers need more support in features:

- Supporting language objectives.
- Supplementary materials
- Developing metacognitive strategies

It is important to mention in this conclusion, that in the final survey all of the teachers stated that they would use this model to teach their classes in the future. This is an evidence of how useful the model can be for teachers and also for the students of the language teaching program, to be applied in their teaching contexts as well.

Although, in order to carry out a more complete diagnosis it is necessary to make direct observation on the teacher's exercise and check which aspects do they actually apply in their practice. The diagnosis performed in this project was focused on the lesson planning stage. Also it is important to find out how effective this model can be for the university educational context and what type of results are obtained in the language objectives assessment.

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ANNEXES

SIOP DIAGNOSIS QUESTIONNAIRE

Objective: To determine the most relevant teaching points for the design of a SIOP course to be developed for the Licenciatura program faculty.

Directions: Think about the classes you teach in English in the Education program and answer the following 30 items based on the teaching experience you have had. For each of the item, circle only *one* (1) number to indicate your thinking.

Item	Rarely	Sometimes	Often	Almost always
LESSON PREPARATION				
1. I define content objectives for students	1	2	3	4
2. I define language objectives for students	1	2	3	4
3. I define language objectives for students	1	2	3	4
4. I use supplementary materials	1	2	3	4
5. I adapt content for student proficiency	1	2	3	4
6. I prepare meaningful activities	1	2	3	4
BUILDING BACKGROUND				
7. I link concepts to students background	1	2	3	4
8. I make links between past and new concepts	1	2	3	4
9. I emphasize key vocabulary	1	2	3	4
COMPREHENSIBLE INPUT				
10. I use appropriate speech for students	1	2	3	4
11. I explain academic tasks	1	2	3	4
12. I use a variety of techniques	1	2	3	4
STRATEGIES				

13. I provide opportunities for learning strategies	1	2	3	4
14. I use scaffolding to support understanding	1	2	3	4
15. I use questions to promote thinking skills	1	2	3	4
INTERACTION				
16. I use opportunities for interaction/discussion	1	2	3	4
17. I use varied grouping configurations	1	2	3	4
18. I provide sufficient wait time for response	1	2	3	4
19. I provide opportunities to clarify key concepts	1	2	3	4
PRACTICE AND APPLICATION				
20. I provide hands-on materials to practice	1	2	3	4
21. I provide activities to apply content and language	1	2	3	4
22. I use activities that integrate language	1	2	3	4
LESSON DELIVERY				
23. I support content objectives	1	2	3	4
24. I support language objectives	1	2	3	4
25. I engage students	1	2	3	4
26. I pace lessons to student ability level	1	2	3	4
REVIEW/ASSESSMENT				
27. I conduct a review of key vocabulary	1	2	3	4
28. I conduct a review of key content concepts	1	2	3	4
29. I provide feedback on language and content	1	2	3	4
30. I conduct assessment of student comprehension	1	2	3	4
Note: Summarized from Echevarria, Vogt and Short (2004, pp. 209-210)				

SIOP LESSON PLAN- SAMPLE

NAME:Component 1 - Lesson Preparation - Content and language objectives	DATE: Session 1 Monday July 31st 4:00 - 6:15 pm	Group: Language teaching program Professors (10)		Room: C-210
Lesson Goal: Educators will write content and language objectives that could be applied in their subject teaching after recognizing the main characteristics of the component (Lesson planning)				
Content Objective: To distinguish between content and language objectives. **Language Objective:**To write content and language objectives.				

Step	TEACHER ACTION	STUDENT ACTION	RESOURCES/NEEDED	TIME
Set	Asks students to sit in 6 groups. Stick in the board 6 cards with the title of the six features of this component. 1. Content Objectives 2. Language Objectives 3. Content concepts appropriate for age and educational background level of students 4. Supplementary materials 5. Adaptation of content to all levels of student proficiency 6. Meaningful activities. Hand a sheet to the students with the 6 descriptions of each feature and explain they need to conceptualize and stick (one per group) in the board, in the correct category. Monitor groups and check comprehension of the activity, Then, assign one feature to each group by giving one sheet with only one description so students can explain what the feature is about. Also students will explain how do they take into account this feature in their practice if they do so.	Sit in groups and discuss. Read and classify all the items into the 6 features. Then, receive the big sheet of paper and prepare a short explanation about that specific feature. The group discusses how they take into account this feature in their daily practice. Goes to the board and stick the description in the correct category. Explain the concept of the feature.	6 copies of all the descriptions. 6 big copies (one for each description) Masking tape Classroom with board. Board marker.	30 minutes.
2. Teaching Content and language	- Content Objectives - Language Objectives	Participate in the presentation of the topic.		30 Minutes

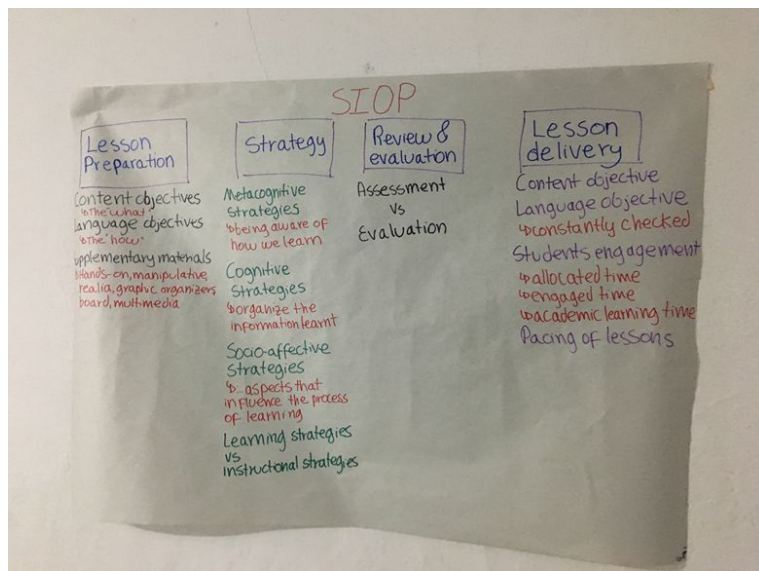| objectives - Theory				
3. Practice	Present activity.	Given the topic, students will state what content and what language is required in order to understand the lesson.	TV Photocopies	30 minutes.
4. Closure	*Video about displaying objectives. Activity. Worksheet 2	 Students will choose one of the lessons they have already planned for their classes this semester and they will apply the contents in order to write new objectives taking into account the content and language required.	Photocopies	30 minutes
5. Independent Practice	Assign the homework. Reviewing and checking whether the objectives were achieved or not.	Professors will: - Bring in the stated materials to be used to support the lesson they chose to write the language and content objectives. - Read a summary for next session.	-	5 minutes

SIOP COURSE- PICTURES

SIOP

Lesson Preparation	Strategy	Review & evaluation	Lesson delivery
Content objectives ↳the "what"	Metacognitive strategies ↳being aware of how we learn	Assessment vs Evaluation	Content objective Language objective ↳constantly checked
Language objectives ↳the "how"	Cognitive Strategies ↳organize the information learnt		Students engagement ↳allocated time ↳engaged time ↳academic learning time
supplementary materials ↳hands-on, manipulative realia, graphic organizers board, multi-media	Socio-affective Strategies ↳aspects that influence the process of learning		Pacing of lessons
	Learning strategies vs Instructional strategies		

SIOP COURSE SLIDES- SAMPLES

What is SIOP?

It is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners

S.I. - Sheltered Instruction // O.P. - Observational Protocol (Written procedural method)

MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS

THE SIOP® MODEL
20 YEARS OF RESEARCH

Components

Lesson Preparation

Review/ Assessment

Building Background

Lesson Delivery

SIOP

Comprehensible Input

Practice/ Application

Strategies

Interaction

Session #1 - Lesson Preparation
# Content and Language Objectives

Lesson Preparation is an important component to the SIOP Model, and involved teacher planning a lesson that will include all 8 components. Writing lessons in detail is strongly recommended using any type of lesson plan template. (Echevarria, Vogt, & Short, 2008).

What will we achieve in this session?

Content objective: To distinguish between content and language objectives.
Language objective: To write content and language objectives.

66

Implementing language objectives… Where to start?
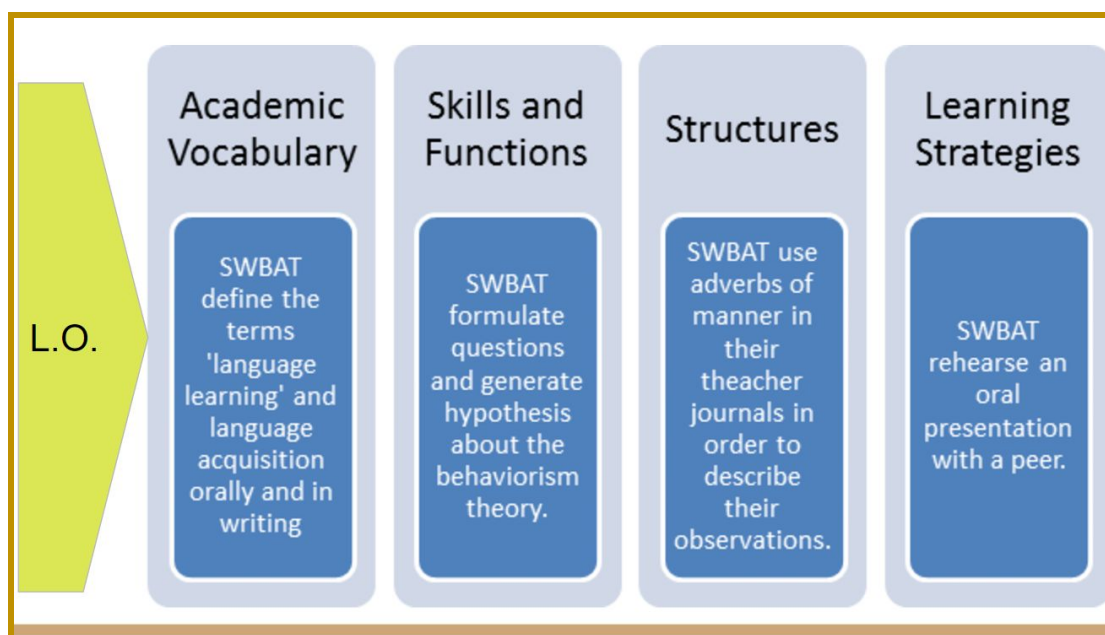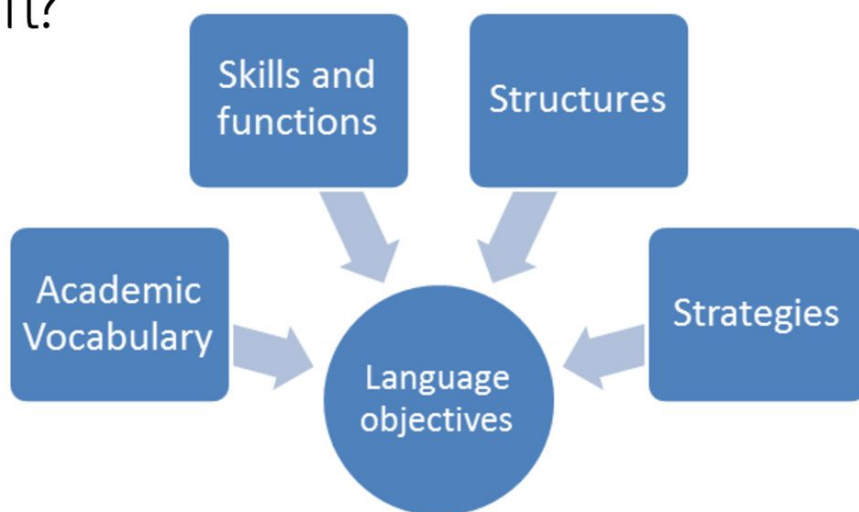
SIOP COURSE WORKSHEETS- SAMPLES

Worksheet #1

Born → Grow → Reproduce → Die

Language functions required	- words expressing sequence to organize ideas about life cycle - Express how to follow the sequence of a story
Content needed	- Animals life cycle. - Concepts of stages and changes.

Worksheet #2

Subject:	Communication workshops II	Level/Semester:	3rd Sem.
Lesson:	I		
Stated objective(s):	SWBAT outline a well structured "how to" paragraph.		
What would you change?, Why?:			
What language do you think students will need in order to understand this lesson?	Simple present, Transition Signals, Clauses.		
Current objective(s):	Compose a paragraph: Topic sentence, Concluding Sentence, Supporting Sentences		
Language Objective (s):	Use Simple present, Transition Signals, adverbial clauses.		

Session #4

#1 Sketch your lesson plan format in a sheet of paper and reflect on if there are there any improvements you could apply.

Date   Subject

objective (s).

1 Motivation.

2 Presentation.

3 Practice and application.

4 Review and assessment.

#2 Reflect on a lesson that you taught or observed that did not go well. What happened? When did it go awry? Can you identify a feature in Lesson Delivery that might have caused the lesson to be less successful? Or a feature from another SIOP component?

In retrospect, how might your delivery of the lesson have been improved?

→ the instructor couldn't engage students because instructions were not clear / confusing.

→ the instructor didnot revise the materials before class, so he/she didn't realize there were mistakes.

ACTIVITY - Reviewing vocabulary

Oceans and lakes

Separate the following words into meaningful items. Then use them to fill in the blanks below

greatbothlakbursurroundbutquite

Oceans and lakes have much in common, but they are also _quite_ different. Both are bodies of water. _both_ Oceans are very large bodies of salt water, _while_ lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what _surround_ continents. _Both_ have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life. When it is time for a vacation, both will make a _great_ place to visit and enjoy.

How do you usually give feedback to your students?
Oral feedback:

Pointing out the
good and the things to improve

Written feedback:

Giving them a list of criteria evaluating
their performance

Activity #3
Are the objectives aligned with academic standards? State how the lesson objectives support the academic standards.
Is the instructional planning relevant to the objectives?
Does instructional planning meet the needs of a diverse population? Name the activities that support the needs of a diverse population. List other activities that could be used to support the needs of a diverse population.

Are there frequent and multiple ways to check for understanding during instruction? List the check for understanding strategies. List other strategies that could be utilized to check for student understanding.