THE USE OF SHELTERED ENGLISH IMMERSION PROGRAM USING SIOP MODEL TO IMPROVE FIFTH GRADE STUDENTS' LEVEL OF ORAL PRODUCTION IN A PUBLIC HIGH SCHOOL IN PASTO.

MABEL ALEXANDRA GETIAL TEZ

MARIA LIZETH LASSO SARMIENTO

Submitted to the School of Human Sciences

In fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistics and Languages Department

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Nota de Responsabilidad

Las ideas y conclusiones aportadas en el siguiente trabajo son responsabilidad exclusive del
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NOTA DE ACEPTACION

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To God for being always by mi side gifting me his wisdom and love, to my parents and my sister for their unconditional support.

Mabel Alexandra Getial Tez.

To my parents for being ever patient and supporting, for keeping their trust and hope in me despite my failures. To Alejandro who has known when to push me in the right direction, and when to hold me back for my own sake.

Maria Lizeth Lasso Sarmiento.

Resumen

Este Proyecto de investigación es el resultado de una serie de observaciones de clase que tuvieron lugar en una escuela pública al sur este de la cuidad de Pasto, de septiembre a noviembre de 2016. Fue posible identificar una serie de problemas relacionados con el aprendizaje del idioma inglés. No obstante, el foco de esta investigación es "el bajo nivel de producción oral del idioma ingles en una escuela pública de Pasto". Por lo tanto, es el interés de este proyecto contribuir con una posible solución para mejorar el nivel de producción oral en ingles de estudiantes de quinto grado en la escuela pública anteriormente mencionada a través de la implementación de un programa de inmersión utilizando el SIOP (Protocolo de observación del inglés protegido "Sheltered Instruction Observation Protocol"). Con el fin de evaluar la efectividad de este método, se utilizara el paradigma sociocritico ya que su principal objetivo es transformar la realidad al proveer soluciones prácticas a problemáticas de la vida real dentro de un contexto específico. Además, como instrumentos para la recolección de datos y posterior análisis se utilizaran: entrevistas, observaciones de clase y exámenes estandarizados (en acuerdo con el Marco Común Europeo de Referencia para las lenguas: Aprendizaje, Enseñanza, Evaluación).

Palabras clave: Programas de inmersión, Protocolo de observación del inglés protegido, Modelo SIOP, Producción Oral.

Abstract

This research project is the result of a series of class observations that took place in a public high school in the south-east of Pasto city, from September to November of 2016. It was possible to identify a series of problems related to English language learning; however, the focus of this research is ''The low level of English oral production in a public high school in Pasto''. Therefore, it is the interest of this project to contribute with a possible solution to improve the level of English oral production in fifth grade students in the afore mentioned high school through the implementation of an Immersion program using the Sheltered Instruction Observation Protocol (SIOP) model. To evaluate the effectiveness of this method, the Socio-critical paradigm will be used because its main objective is to transform reality by attempting to provide practical solutions to real life problematics within a specific context. Moreover, student interviews, class observations, standardized test (according to the Common European Framework of Reference - CEFR) will serve as instruments to collect the required data for analysis.

Key words: Immersion Programs, Sheltered Instruction Observation Protocol, SIP Model, Oral Production.

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Chapter I:

1. The Research Problem.

This research project is focused on the problem of the low level of English oral production that seventh grade students in a public high school in Pasto have. To have clear limits, to have a clear direction, to avoid errors or deviations in our research project, it will present in this chapter the most relevant topics for our investigation such as: problem description, delimitations and statement, general and specific objectives, significance of the problem and its limitations which will be developed further on.

1.1 Description of the problem

To begin with, a brief description of the problem will be provided. While observations were developed on English class sessions of seventh grade students in a public high school in Pasto from September to November in 2016, a number of problems were found regarding the students English oral production. It was possible to observe that the second language classes were given in the students' native tongue, and that there was little or none interaction between the students and the teacher or the students themselves using the second language. In addition, the lack of student's intrinsic motivation to learn the English language, as well as, the shortage of adequate academic resources was evident. However, the problem that was possible to observe was the students low level of oral English production.

Furthermore, after analyzing each session a list of possible causes was identified, and it will be described as follows. First, the lack of students' exposure to the English language due to the lessons being taught in Spanish. Second, the little interest and intrinsic motivation students have towards second language learning. Third, the class time assigned in the curriculum is insufficient because students only have three hours per week of English language teaching, which limits the type of activities the teacher can develop in class.

Therefore, after isolating the causes described in the previous paragraph Sheltered English Immersion Program using the SIOP model can be implemented to improve the students' level of English oral production because it can be focused on the student's production skills (listening and speaking), which is done by providing students with enough well-structured opportunities

for them to practice the L2 inside the classroom (Kareva, 2013 p. 244). .In addition, according to Lennenber's Critical Period hypothesis (Birdsong, 1991 p.1), younger learners are able to obtain a high level of native like pronunciation, which could contribute to improve their oral production skill. Furthermore, it is also necessary to increase the number of class hours assigned for English lessons, as well as a redesign of curricular activities to provide students with comprehensible input that will eventually help the student's natural speech development (Cummins et al, 1984 p.59). To achieve this, the project will be developed as an extracurricular activity one hour a day from Monday to Friday during the school year which will be agreed upon the participants, parents and the school administrative personnel.

1.2 Delimitation of the problem.

1.2.1 Conceptual Delimitation

1.2.1.1 Linguistic immersion.

"Language programs used in conventional schools where the main and only language of teaching in the first grades is the target language" (Genesse et al, 1986 p27)

Linguistic immersion is a method that aims to the development of a second language by using the L2 to develop everyday activities inside the classroom; therefore, students will be able to acquire the language as well as appropriate subject knowledge (Kresten et. al, 2010 p. 4)

1.2.1.2 Sheltered English Instruction Program

"Sheltered instruction delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to the learners (…) Sheltered instruction allows English learners to progress academically while developing proficiency in English" (Faltis, 1993; Fritzen, 2011; Genesee, 1999; Short, 1991; Wright, 2010 as quoted in Markos, 2016, p. 1).

Sheltered instruction programs are a well-planned process that allows teachers to develop a variety of lesson activities to teach not only English language, but also content. Additionally, Sheltered instruction allows teachers to pay more attention to student's needs, and they are able to identify their student's level of English language proficiency to make academic content comprehensible (Gonzales, 2010 p. 3).

1.2.1.3 Sheltered Instruction Observation Protocol (SIOP) Model

According to Kareva and Echavarría (2013, p, 240), the Sheltered Instruction Observation

Protocol (SIOP) Model was a tool used by researchers to measure teacher's implementation of

sheltered instructions techniques that evolved into a lesson planning and delivery approach

grouped into eight components. Which allow teachers to prompt understandable curricular

content to second language students, while they develop both language and cognitive skills.

In other words, The SIOP model is an approach to curriculum design that aims to provide

understandable lessons to second language students, to help them develop L2 and cognitive

mastery by following a series of instruction features grouped in eight components.

1.2.1.4 Oral production.

As expressed by Brown and Yule (1983), oral production is an interactive process where a

meaning is built by the speakers, which includes: production and reception of meaning, and

information processing. The form and significance depend of the context where it is developed

including the participants' experiences, their beliefs and the purpose of communication.

In other words, oral production is a language skill (Hymes, 1972) that has as a goal to interact

and communicate with people by exchanging ideas, opinions, points of view, experiences and

meanings that make it depending on the context.

1.2.2 Target Delimitation.

This research is focused in a group of approximately 20 children, both male and female,

between the ages of nine and eleven years old enrolled in fifth grade of elementary school, with a

basic level of English and whose social economic status varies amid one and two.

1.2.3 Geographic Delimitation.

This research project is thought to be developed in a public high school located in Pasto in the

south east part of the city. The high school offers its educational services in two schedules:

morning and afternoon. Among its infrastructure there are separate classroom blocks, green areas

such as gardens and soccer fields, a coliseum, an auditorium, science and language laboratories, computer rooms, video rooms, cafeterias, and a block dedicated to the administrative department.

1.3 Statement.

1.3.1 General question.

How does Sheltered English Immersion Program using the SIOP model improve fifth grade students' level of English oral production in a public high school in Pasto?

1.3.2 Specific questions.

Which is the fifth-grade students' current level of English oral production?

Which are the positive effects that Sheltered English Immersion Program using the SIOP model have on the student's level of English oral production?

1.4 Objectives of the study.

1.4.1 General objective

- To improve fifth grade students' level of English oral production in a public high school in Pasto through the development of Sheltered English Immersion Program using the SIOP model.

1.4.2 Specific objectives.

- To identify the fifth grade students' current level of English oral production.
- To determine the positive effects of the Sheltered English Immersion Program using the SIOP model on the fifth grade students' English oral production.

With the objectives set, it is mandatory to move towards the significance of the study.

1.5 Significance of the study.

The importance of our study is supported by the following reasons. First, after revising the local bibliography, we did not found evidence of the implementation of a Sheltered English Immersion Program using the SIOP model in any public high school in Pasto; therefore, we consider our paper to be a good starting point for future research projects. Second, since the research problem was taken from a real context, it is our interest to provide a proposal that can contribute to solve

this problem. Finally, this research project can also commit to achieve the objective proposed by the Colombian Ministry of Education in its National Bilingualism Project.

1.6 Limitations of the study

Considering that linguistic immersion programs are new within high schools in Pasto, some limitations the project may face are: First, **the lack of collaboration of both students and teachers in the development of this research project.** In this research interviews and observations will be used as data collection tools, but many people do not like to have their identity published. Along these lines, a possible solution to this would be to blur the camera recording or to use only audio recording. Second**, the students' initial level of English oral production due to their lack of exposure to the target language.** To cope with this possibility it is advisable to make the students go through a short process of adaptation to the new instruction language before applying the SIOP model. Third, **the negative to curriculum changes that some students, teachers and parents may externalize regarding the linguistic immersion program.** To solve this problem it is possible to organize lectures highlighting the academic advantages and benefits of language immersion programs. Finally, **The lack of resources.** To carry out our project, it is necessary to use different resources such as dictionaries, recorders, audio and video rooms, copies, etc. which may not be available in the classroom. A possible solution is to talk to the school's administrative personnel and ask for their assistance to find the most suitable space to develop it.

To summarize, this research project proposes the development of an English language immersion program to improve seventh grade students' level of oral production in a public high school in Pasto. To achieve this purpose, a brief description of the research problem, delimitation of the problem, general and specific objectives, importance and limitations of the study have been made. Each aspect previously mentioned is fundamental to understand the origins of this research project, as well as to serve as guidelines to focus our efforts towards achieving our research objectives.

Chapter II

2. Theoretical Framework

Linguistic immersion programs first appeared over 50 years ago in Canada; it was the result of a group of worried parents, of native English speaking children, wanting to improve their children's level of French language production for their academic, professional and social needs. Nowadays, the need to learn a second language has become mandatory for high school students, so they can become active participants in the sociocultural changes that are taking place in Colombia as a result of globalization. This research project will develop, in the first place, the historical antecedents of immersion programs, Sheltered Instruction, and the sheltered instruction observation protocol model with a clear definition and its characteristics to understand the importance of this project.

2.1 Antecedents

Linguistic immersion programs were formally designed in Canada during 1960s with the objective of achieving second language competence in French for native English speakers, because after 12 years of instruction, they were unable to use it in their academic, professional and personal lives (Genesse et al, 1986 p.28). According to Lambert, Tuker and Swain (Cummins et al, 1984, p 65) immersion students do far better in acquiring the second language than students who only study the L2 in formal classes even if it takes them longer. Furthermore, this immersion students are "segregated" in the sense that the level of L2 they are exposed to is adequate for their current English language proficiency (Cohen and Swain, 1976). This can be achieved through the application of a sheltered immersion program that uses a wide variety of strategies to provide students with a clear, direct, easy and understandable language.

In Colombia, the National Ministry of Education has been developing a series of bilingual programs for high school student since the advantages to those who are able to communicate in a different language, mainly English, is reflected on higher possibilities to obtain a scholarship, to have access to better job offers and, in general, to a broad spectrum of personal and professional possibilities (Martínez. 2016 p. 93). As a result, schools have been implementing a variety of bilingual education programs such as English Immersion Method (EIM) and Two Way Bilingual Education Method (TWB) to provide student with a suitable environment to develop language

skills to communicate effectively in English (Rativa, 2013 p. 172). In regard to immersion programs, the YMCA (Young Men's Christian Association), an international NGO focused on educational and sportive programs, offers a variety of English Immersion camps in order to motivate the participants to learn English language by showing them that it can be an easy, useful and joyful activity, and to provide a meaningful context for them to practice their English language skills by interacting with one another and native or bilingual speakers (YMCA Colombia)

In that sense, one specially designed academic program such as the Sheltered Instruction Observation Protocol (SIOP) model, the result of a seven year research conducted by Jana Echavarría, MaryEllen Vogt and Deborah Short from 1996 to 2003 in which researchers and teachers collaborated to identify the best teaching techniques provided by professional literature to elaborate a model of sheltered instruction (Kareva, 2013 p. 240), combines high quality instruction techniques with specific features for second language learners to make new information understandable for students by adapting the language to the students proficiency level. Moreover, the SIOP model uses a wide variety of techniques that provides students with high exposure to the L2 as well as several opportunities to put into practice their oral language skill (August & Shaman, 2006; Gennesee et al., 2006; Ellis, Tanaka, & Yamazaki, 1994, in Kareva, 2013p. 239). The SIOP model has proved effective as a design to teach non- native speakers both academic content and L2, two examples are Pasadena Memorial high School, Pasadena, Texas, and Tiffany Park Elementary, Renton, Washington where limited- English proficient students had poor academic performance prior to the implementation of the SIOP Model; however, after the model was implemented there has been a substantial increase in acquiring English language, as well as academic performance (Echevarría, 2012). In Colombia, an example of the implementation of the SIOP Model in a public high school is Miravalle school located in the south of Bogotá where students have commented that the lesson became easier to understand while learning more vocabulary and using their imagination. (Rativa, 2013 p. 172, p. 181).

Oral production is defined as an interactive process where meaning is built by the speakers as they produce and receive information where its production is entirely related to the context, the

participants' experiences and the communication purpose (Brown and Yule, 1983). Language immersion programs create a naturalistic environment where students can acquire the language through the passive processing of input (Krashen, 2013 p. 70). This idea is used by Bialystok to differentiate between Explicit and Implicit linguistic knowledge, where the second is presented when the speakers use the language to spontaneously produce target language samples (1978). In addition, she affirms that immersion programs contribute directly to the implicit linguistic knowledge; therefore, they are optimal for the improvement of oral production.

To summarize, the authors agree on the students need to learn a second language with optimal oral production, and this can be achieved with the implementation of Sheltered English Immersion Program using the SIOP model inside the classrooms to enhance the student's passive acquisition of implicit linguistic knowledge.

2.2 Theoretical or conceptual framework.

2.2.1   Immersion Programs

Linguistic immersion programs are usually implemented during the early stages of formal scholarship with the objectives of creating a natural environment for second language learning, so it is easier for students to become bilingual. There are different types of immersion programs: Total immersion, delayed immersion, late immersion and two-way immersion and sheltered immersion.

According to Genesse et al (1986), language immersion programs are those applied in conventional schools where the instructional language is not the students' mother tongue, which is especially relevant in the first school grades, and it is motivated by different social and political ideas. For Rugasken and Harris (2009 p. 44), immersion is "to teach students a new "foreign" language by immersing them in the new language (L2), as if they were born into it, so they learn through context as they did their first language (L1)."

From our perspective, linguistic immersion programs are long term second language methodologies that involve the acquisition of a SL while following a regular school curriculum. In this order of ideas, the L2 (second language) learning is taught in a naturalistic environment

that develops the four language skills (listening, speaking, reading, writing) with the goal of achieving an effective second language learning without any negative impact on the students L1.

For the development of this project a sheltered immersion program will be used.

2.2.1.1 Sheltered Immersion program:

In Colombia, the implementation of language immersion programs can become a feasible long term solution to students' low level of English oral production. In addition, it can be an effective and economic (Genesse et al, 1986 p. 27) strategy to learn a second language within a naturalistic environment that does not aspire to achieve native speaker perfection, but enough competency to communicate orally. From a wider perspective, according to Genesse et al (1986) students belonging to immersion programs achieve higher levels of foreign language competence in comparison to those who do not, without any negative impact on students'L1 competence leading them to develop a higher socio-political sense (Lambert, 1984 as cited in Genesse, 1986 p. 31).

To accomplish the objective, it has been decided that the model to follow will be the Sheltered Instruction Observation Protocol (SIOP) Model.

2.2.1.1.1   Sheltered Instruction Observation Protocol (SIOP) Model

In 1995 Echevarría, Vogt and Short began the creation of an observation protocol that could become common ground for the discussion of the best combination of methods found in literature to teach English Learners (EL) content subject without the need of mastering English language first (Vogt, 2008 p. 2). Thus, creating and refining, within years of applied practice and empirical research, the Sheltered Instruction Observation Protocol Model (SIOP) allowing the creation of specific language and content objectives for each lesson. (pp 3 - 4).

According to Kareva (2013 p. 240), the SIOP Model is organized in eight main components with a total of 30 features.

- Lesson Preparation

The main goal of each SIOP lesson is to set achievable language and content goals that are reviewed with the students in order to make sure they will acquire the academic vocabulary and language they need to succeed.

In that sense, careful preparation of language and content objectives become critical, even if they may derive from national standards, which requires teachers to be thoughtful about the materials and activities that they will include as part of each lesson (Vogt, 2008 p. 6). As a result, the features that must be taken into account to successfully prepare a Lesson planning component are as follows.

1. Content Objectives: They should be stated based on the students level on English language proficiency, so that each one of them can work, albeit differently, to achieve the same objective. And it will also serve to assess the quality of instruction that has been provided in regards of content instruction. (Vogt, 2008 p. 8).

2. Language Objectives: To state achievable language objectives, teachers must know the students' English proficiency level, what they can understand as well as how much they can produce, so language objectives can be met, and through them progress toward language proficiency. (Vogt, 2008 p. 8; Kareva, 2013 p. 240).

3. Content concepts: Because content concepts may prove difficult to students whose scholar experiences may have been interrupted, non- existent, or simply not follow the same order, teachers are called to adapt and adjust content to fit students' needs (Vogt, 2008 p. 9).

4. Supplementary Materials: Since not all learners can benefit equally from content material due to differences in learning styles, teachers should always prepare a wide variety of materials such as adapted or bilingual texts, illustrations, study guides, multimedia, etc (Kareva, 2013p. 240).

5. Adaptation of Content: This point deals with the necessity to adapt content to all students language proficiency level, and the teacher is able to achieve so by providing students with key vocabulary and concepts to make it understandable (Vogt, 2008 p. 9).

6. Meaningful activities: Whereas students are working by themselves, in groups or with teacher assistance, the objective is to provide them with enough opportunities to practice their content and language skills (Vogt, 2008 p.10; Kareva, 2013 p. 240)

- Building Background

Teachers connect new concepts with pre-existing knowledge and the students' personal experiences to create meaningful context for the students to successfully link it with what they are expected to learn in each lesson (Vogt, 2008 p. 24).

7. Links to student's experiences: The teacher must try to find anything that could create a strong connection with their previous experiences, so they can used that experience to better understand the lesson at hand (PearsonSIOPModel, 2012).

8. Links between past and new concepts: As the lessons progress, teachers should reinforce the connections between one another by constantly linking and reviewing key concepts (PearsonSIOPModel, 2012).

9. Key vocabulary: The construction of a solid vocabulary base is essential to the SIOP model, and it is done by explicit vocabulary teaching using a series of strategies like the utilization of clues in meaningful contexts, repetition, realia, visual aids, cognate words, charts, student journals, personal dictionaries, etc. The ultimate goal is to provide students with enough opportunities for language use, so they can be used to communicate (Vogt, 2008 pp.25-45; Kareva, 2013 p. 241).

- Comprehensible Input

As stated by Vogt and Echevarría (2012, pp. 49-50)The language lessons are adapted by the teacher to better suit the student's level of second language competence, so they can understand the key concepts of each lesson using a wide variety of techniques.

10. Appropriate speech: It refers to the adaptation of language components within the lesson to the students' level on English proficiency, so that they are able to understand the key concepts of each lesson (Vogt, 2012 p 49-51). To achieve this, the teacher should have clear understanding of how to adapt each lesson texts without oversimplifying the language samples that students will be exposed to, or assuming

that students do not possess enough cognitive ability to engage in the assigned task (Kareva, 2013 p. 241; Vogt, 2012 p. 52).

11. Clear explanations: Because English language learners may not be able to understand teacher speech by itself, it is important to restate, paraphrase, repeat, and even use visual aids to make sure student have understood key concepts (Kareva, 2013 p. 241).

12. Variety of techniques: Among the techniques suggested by Vogt and Evhevarría (2012, p. 53-62) there are signaling, vocabulary cards, list of homographs, homophones, and synonyms, idioms and idiomatic expressions, taped texts (texts adapted by the teacher to suit the students level on English proficiency), sharing ideas and outlining key information.

- Strategies

This component groups a series of cognitive and metacognitive strategies that can be used by students to make sense of what they are learning; thus, facilitating the development of higher levels of thinking (Vogt, 2012 p.68). The teacher's role is to support students by providing explicit information on how to use and combine them to be put into practice inside and outside the classroom (Kareva, 2013, p. 241). The 3 components of this section are:

13. Learning strategies: It refers to the range of techniques that can be explicitly taught to helps students reach high-order thinking skills using their English language proficiency, and they may be also transferred from their mother tongue (Kareva, 2013 p. 241). SQP2RS, for example, is a major metacognitive strategy that includes predicting, self-questioning, monitoring, evaluating and summarizing (Vogt, 2012 p. 71).

14. Scaffolding techniques: It refers to the aid that teachers provide students, so they are able to develop a task or skill by themselves, as the student progresses and masters the language level, the teacher will continue to provide support while gradually increasing students responsibility and independence (Kareva, 2013 p. 241). Such techniques, can be grouped into two big categories. On one hand, instructional scaffolding that includes appropriate use of graphic organizers, group discussions, adapted texts, partially completed outlines with highlighted key vocabulary and

concepts (Vogt, 2012 p. 68). On the other hand, verbal scaffolding includes think-aloud activities, paraphrasing, repetition, and frequent review of vocabulary (p. 68)

15. Promotion of high-order thinking skills: Teachers can enhance EL critical thinking skills by formulating a series of high-order questions that would require students to put into practice their cognitive and language skills to go beyond the one or two-words responses (Kareva 2013, p 242). Direct Reading-Thinking activities, questioning prompts, question-answer relationships and Stop and Think are some sample activities that can be used to promote high-order critical thinking (Vogt, 2013 p. 69-96)

- Interaction

Because it is not possible for English learners to become proficient in the language without enough opportunities to use it, SIOP classes provide students with enough opportunities for interaction using the second language by motivating them to practice new language structures, vocabulary and language functions that they have reviewed in class (Vogt, 2012 pp. 101 -102).

16. Interaction: For learners to become proficient in English, or any other language, it is important to have enough opportunities to practice and interact in the L2; therefore, SIOP teachers should always focus the balance of spoken language on to students, and encourage its use as much as possible (Vogt, 2012 pp. 101-102).

17. Group work: Although students may work independently, and will often do, mixing more proficient student with less proficient ones into small groups while involving them into meaningful task, will result in a positive impact on their language learning outcome (Kareva 2013, p. 242). Group response, for example, allows students to work individually first (write down their own answer), then discuss it with their group and decide which one better suits the question posed by the teacher or task (use English to communicate) (Vogt 2012 p. 103).

18. Wait time for responses: Because not all students possess the same level of language proficiency, SIOP teachers must take into account that less proficient ones may take longer to respond, or may need visual aids or peer help to achieve complete answers (Vogt 2012, pp. 102-103).

19. Opportunities for practice: As previously stated, opportunities to practice the language are fundamental to the acquisition- learning process; thus, Vogt and Echevarría in their book *"99 Ideas and Activities for Teaching English Learners with THE SIOP® MODEL"* recommend a handful of activities that combines all 4 language skills with special focus on peer interaction and the oral skill (pp. 103-122).

- Practice and Application

Because it is thorough practice and application that skill mastery is achieved, teachers in SIOP classes allow students to apply the language and content skills they have been learning using different means such as hands-on materials and group assignments that effectively combine the four main skills of language (Kareva, 2013 p. 242, Vogt, 2012 p. 128).

20. Hands-on materials: Hands-on materials are an essential part of language learning because they help students practice key content and language concepts by means of meaningful activities (Vogt 2012 p129). For example, Bingo games, songs, graphic organizers, jigsaw activities , and others are some activities suggested by Vogt (2012 pp 129-153)

21. Content and language knowledge: Students are able to put into practice content and language skills through the different types of tasks assigned by the teacher; however, the teacher must never forget that EL students might require additional explanations and time to process the information from their L1 to the L2 (English) (Vogt 2012, p. 127)

22. Integration of language skills: SIOP teachers work with a variety of activities that successfully integrate the four main language skills (Kareva, 2013 p. 242)

- Lesson Delivery

In SIOP environments, teachers make sure that students are well aware of the content and language objectives of the lesson, as well as, key concepts before moving to the next (Kareva, 2013, p. 242).

23. Content objectives: Students will be able to demonstrate knowledge regarding the central topic of the lesson. In order to meet this objective, teachers have to provide different tasks and activities that support the content (Vogt 2012, p. 160)

24. Language Objectives: students will be able to use the language learnt in the lesson to talk about the topic reviewed during the class (Vogt 2012, p. 159). Summarizing, making questions, discussing and expressing opinions are some examples of activities that can be used to meet language objectives (Vogt, 2012 pp. 161-174).

25. Engaged students: Because EL require extensive teaching procedures, it is important to make sure that everyone is following the lesson and working independently, or in groups, to achieve the lesson's objectives (Kareva, 2013 p. 242).

26. Pacing: Each lesson should be developed according to the students' level of language proficiency without moving too fast or too slow to make sure students comprehend key concepts (Vogt, 2012 p. 160; Kareva, 2013 p. 242).

- Review and Assessment.

SIOP teachers are frequently checking students' comprehension of key concepts to determine if additional explanations are necessary, and they also provide feedback on correct and incorrect responses (Kareva 2013, p. 242)

27. Review of key content: SIOP teachers may begin the lesson with a short review of concepts from the previous one, and they make sure to check on students' comprehension through the development of the lesson, which could result in additional explanations if needed. Finally, a wrap-up review of the content and language objectives is done (Kareva, 2013. P 242).

28. Review of key vocabulary: teachers perform a review of key vocabulary learned in previous lessons to make sure that students have understood it correctly. If students present difficulties, the teacher will be required to explain the vocabulary lesson again. Furthermore, teachers should check whether language objectives for the lesson have been met (Kareva, 2013. P 242).

29. Feedback: It should be provided by teachers to help student self-assess their progress toward the achievement of content and language objectives (Vogt, 2012 p. 176)

30. Assessment: On one hand, student assessment refers to the tracking that students can keep on their own learning, both content and language. On the other hand, teacher assessment allows teachers to have clear ideas on how learner's demonstrate and apply their knowledge (Vogt 2012, p. 176)

2.2.2   Oral production

Since the purpose of this research is to improve students' level of oral production, some important authors that define oral production in order to have a clear meaning will be quoted. For instance, Hymes (1972) defined oral skill like the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. Another definition is that of Brown and Yule (1983), which considers that oral production is an interactive process where a meaning is constructed that includes producing and receiving, as well as processing information. The form and meaning depend on the context where the interaction takes place, including the participants, their experiences, the environment and the purpose of communicating. In addition, O'Malley and Valdez (1996) say that oral production refers to the ability to negotiate meanings between two or more people which are related to the context where the conversation occurs. And according to Bygates (1991) in addition to the functions of the language, oral production requires knowledge of the tools of language, which are grammar, pronunciation and vocabulary (linguistic competence).

2.2.2.1 Strategies to develop oral production

In the interest to help students improve their oral production, many doubts arose about the most effective way to develop this ability, but a varied nature of research contexts, research participants, and research methods that have resulted in a large number of suggestions for best teaching strategies to assist learners in their L2 oral skill development. Therefore, as stated by Jordana F and Callie J. (2015) the strategies to be developed in order to produce information and promote real communication interactions are the following:

- Explicit Teaching

Explicit teaching is a strategy with the potential to enhance accuracy and expand the range of topics with which students can engage. Goldenberg's (2008) revealed that explicit teaching of the components of an L2 (e.g., syntax, grammar, vocabulary, pronunciation, and use) is necessary and learners must be provided with a multitude of opportunities for meaningful commitment with the L2.

- Scaffolding

Scaffolding instruction is another strategy to increase students' L2 oral skill development. According to Gibbons (2007) scaffolding is a temporary support that teachers use to help learners to produce the target language on their own, that, alone, he or she would be unable to complete. (p. 703). In addition, it can provide the learner with tools they need for learning both the L2 and specific subject-related content.

- Providing Authentic Encounters

It is one practical way of encouraging students' development of their L2 by providing them with multiple and complex opportunities to engage in authentic oral encounters. For example, speaking about academic topics throughout the school day (Soto-Hinman, 2011, p. 21).

- Planned and Spontaneous Presentations

Providing students with opportunities for planned and spontaneous presentations is a practice that can be used to promote authentic encounters. Goldenberg (2008) argues that L2 learners must be given opportunities to use the target language for authentic and functional purposes. Higher levels of proficiency can only be attained through extensive language production and comprehension activities. In order to increase learners' L2 development, students need to interact with teachers and peers in both structured practice situations as well as in spontaneous conversation.

- Task Planning

It is a strategy which allows learners to prepare a task while they will need to predetermine the content and how to express it. According to Ellis (2009), task planning can have a beneficial impact on the fluency, complexity and accuracy of L2 performance.

- Questioning

Questioning is a practice used in L2 classrooms in order to encourage natural interaction and to develop students' oral proficiency. Soto-Hinman (2011) argues that it is important that questions elicit language which requires elaboration rather than simply one-word responses. For example,

if open-ended questions are used, then students have multiple ways to enter into, and extend, a conversation

- Role-play

It is an ideal technique to encourage students to talk the real language (Maley & Duff ,1982) Role-play gives learners an opportunity to act in life-like situations so that they can learn, for example, conversational linguistic and behavioral structures for particular situations

- Assessment and Feedback

The quality and type of assessment and feedback provided to L2 learners play an important role in learners' oral language development. Corrective feedback emphasizes both the negative and positive evidence in students' L2 development (Lyster & Saito, 2010, p. 49).

To summarize, this chapter has covered the historical and theoretical antecedents of immersion programs, a clear and precise definition of each concept covered in this research project and finally the theoretical perspective from which it will be analyzed. In conclusion, The SIOP Model can be implemented to improve students' level of English oral proficiency in a public high school in Pasto, for it is able to adapt to the context and be successful as it has been in foreign countries.

Chapter III:

3. Methodology

In this chapter, the following sections will be presented: First, the design will cover the paradigm, the methodology and instruments selected for this research project. Second, the target population, sample and setting will be briefly described. Third, the procedure that encompass the main steps for the development of this project will be detailed. Fourth, the stages suggested by some authors to carry out the analysis of the collected data. Finally, the ethical issues that may arise during the development of this project.

3.1 Design

The chosen criterion to develop this project is the Socio-critical paradigm, whose main characteristics are: First, the main actors' commitment with the process of change. Second, the transformation of the studied reality. Finally, it is developed from practical problems. The main objective of this paradigm is to transform reality by attempting to provide practical solutions to real life problematics within a specific context. The choice of this criterion is due to two main reasons. To start, the research problem has been taken from a real life problematic in a public high school in the south-east of Pasto city. To continue, since it is the interest of this research project to provide a possible solution to this issue, it is necessary to come up with a strategy that will generate a distinctive improvement in the students' level of English oral production. Finally, the method will be a collaborative action research because its main objective is to successfully weave theory and reality within a specific research environment (Desgagné, 1997 p. 373). In other words, the teacher-researcher theoretical perception and the students' practical experience with the teacher's methodology.

The participatory action research (PAR) study can be traced to the work of Kurt Lewin (1944), who is considered the founder of action research (Gillis & Jackson, 2002 p. 264). The objective of this type of methodology is promoting the empowerment of the people so that they can change the environment to their benefit. That means to create consciousness and social change by working together with the target community to address an agreed-upon goal .This study is characterized by the following aspects. First of all, PAR involves both participants and researchers throughout the process from the initial stages to the final ones. Second, power is shared between all team members in order to make decisions and create mutual learning. And finally, it involves selecting real research issues in need of evaluation. In this research, the participatory action research study has been selected for the following reasons: To begin, its main objective is to make a social change to achieve the proposed objective. Besides, this research problem was taken from a real context in need of a possible solution. And subsequently, during the research process it is necessary that all participants are in complete interaction in order to achieve the desired change.

3.2 Instruments

The instruments and techniques used to collect data in the Socio-critical paradigm are observations, interviews, questionnaires, documents, tests, focus groups, case studies, etc. To carry out this research, it is necessary to measure the students level of English oral production using one or more instruments, for example: the use of standardized tests within the Common European Framework of Reference (CEFR) that will allow researchers to compare the collected data, and eventually this quantitative data will be used to define whether the main objective (the improvement of students' level of English oral production) has been achieved or not. In addition, the qualitative data obtained from interviews and questionnaires will provide a guiding light in

regards of students' motivation, opinions, strong and weak points of the applied SIOP model, which will be taken into consideration during the development of the program itself. Therefore, the instruments that will be used throughout this investigation are: interviews, observations and standardized tests.

Interviews: An interview is an instrument of qualitative research which allows researchers to elicit information through a face-to face verbal interaction in a natural setting. (Gillis & Jackson, 2002, p.466). Its objective is to provide information about the research topic that is being carried out, and to get the interpretation of the meanings interviewees bring to it. There are three main features of this technique. First, Interviewing offers the flexibility to adapt questioning according to the responses of interviewees. Second, an interview can contain both open and closed questions. Finally, interviews can be done to a single person or to a group of people.

In this project, interviews are used because they are a very suitable technique to obtain information about the strong and weak points of the SIOP model fifth grade students are using.

Observations: It provides the researcher with privileged access to research subjects in a social situation and captures the context of the social setting in which individuals function by recording subjective and objective human behavior (Gillis & Jackson, 2002, p.468). Its objective is to allow the observer to obtain information on how the different participants are behaving and interacting in the immediate reality.

This technique is characterized by the following aspects: First of all, it helps the researcher have a better understanding of the context and phenomenon under study. Second, through observations, the researcher can discover something new or verify hypothesis. Finally, information obtained through this technique is very accurate in nature and also very reliable.

This technique has been selected because it will allow to see the process of the students during the development of this project.

Standardized tests: According to Jones and Barlett (2011, p. 6) a standardized test differs from other types in its purpose and design. The ultimate purpose of a standardized test is, as the name implies, standardization; it provides a standard of comparison. Its objective is to allow the evaluation and then to compare the aptitudes or competences of a diverse population of individuals. The most important features of this technique are: First, Questions can be simple or complex. Second, they accommodate a range of starting and ending points and are easy to complete. Finally, they are very suitable for measuring students' knowledge. This technique will be used for the execution of this project to identify the fifth grade students' level of English oral production.

3.3 Participants

This research is focused in a group of approximately 25 teenagers, both male and female, between the ages of eleven and thirteen years old enrolled in last year of elementary school, with a basic level of English and whose social economic status varies amid one and two.

3.4 Sample

In this research, the whole population (25 students) will take part in this research project.

3.5 Setting

This research project is thought to be developed in a public high school located in the south-east of Pasto city. The high school offers its educational services in two schedules: morning and afternoon. The number of students is approximately 3128, and the number of teachers is 125.

Among its infrastructure, there are separate classroom blocks, green areas such as gardens y

soccer fields, a coliseum, an auditorium, science and languages laboratories, computer rooms,

video rooms, cafeterias and a building dedicated to the administrative department.

3.6 Procedure

In order to carry out this research project, a meeting with the school's principal will be

organized in order to ask for his permission to implement the Sheltered Immersion Program

using the SIOP model within the institution. Once the permission is granted, an encounter with

teachers, parents and students will be scheduled with the main objective of providing them with

information about what and how the research project will be developed, but also to ask for their

cooperation during the process inside and outside the classroom. In addition, students will be

asked to take a standardized test (according to the standards stablished by the CEFR) for the sake

of identifying their level of English oral production where the results will be used to design make

up activities for students to reach a minimum level or English language. Then, students will be

asked to answer the questions posed in the interviews with honesty, for there are no right or

wrong answers, and the objective is to gather their thoughts about the strong and weak points of

the SIOP model they are going through. Finally, once it is completed, a final meeting with the

principal, teachers, parents and students will take place to report the most important findings of

this research project.

3.7 Data Analysis

According to Bastidas (2002 p.) in his work "El análisis de datos en la investigación

cualitativa" data analysis is an organized process which involves comprehension, interpretation

and the subsequent generation of theories or hypothesis. First of all, the transcription of the

recorded interviews is mandatory, and these files will be stored in digital format organized by the

interviewee's name and date, or if the participant decides to remain anonymous only by date.

Second, the researchers will identify the preliminary main ideas within each interview and

observation. Then, the researcher will do a short reflection on the ideas that they have identified.

Third, the researcher will organize the information according to the patterns that they can

identify from the second step, so that they can eventually create categories in the fourth step and

nominalize them as they consider appropriate. In this step, it is important to organize the

categories according to some criterion, for example, alphabetical order or relevance to the

research; furthermore, it is a good idea to illustrate it using charts, mind maps, diagrams and

graphics. The fifth step is to evaluate the data obtained by contrasting it with preexisting theories

and hypothesis, for the main objective is to find whether the collected data is reliable, useful and

adequate to achieve the research objectives. The sixth step is to critically analyze the obtained

data taking into account as many explanations for the occurrence of a phenomenon as possible.

This is where the visual aids elaborated in the fourth step prove more useful since they are often

less complex and take less time to interpret than plain written text. Finally, the seventh step is the

elaboration of a written report with the findings that the researchers have come to during the

whole process, and they are able to share this information helping the growing process of

research in a specific area of interest. In conclusion, for this research project these seven steps

model proposed by Bastidas (2002) will be used as main reference for qualitative data analysis.

On the other hand, the quantitative data analysis will be done using Descriptive statistics, as

illustrated by Hernandez *et al.* (2014, p.) this type of statistics is used to illustrate a model of

the reality reflected by the collected data, and it is by no means a faithful description of the

reality itself; however, this can be used not only to describe, but also to create a series or

relationships between the variables that will eventually provide a clear visualization of data by using graphical representations such as histograms and charts (linear, bars or pie models). This type of analysis will be applied to the results of the standardized test that will be carried out to participants with the goal of determining their level of English language.

3.8 Ethical issues

For the development of this research project, a letter to the principal, teachers and parents stating the main characteristics and the process to be developed will be addressed, and a report will be filed in a meeting before implementing the project. Then, during the development of the SIOP model the student's identities will be protected when developing the interviews, and the institution's prestige, too, by not divulging information without written permission from either of the participants. Furthermore, at the end of the research project a final meeting will be carried out to report the research findings. Finally, an open letter to the institution and the participants in the research thanking them for having voluntary engaged in the research project will be published.

In the previous chapter, it was possible to identify the Socio-critical paradigm, the qualitative and quantitative methodologies as well as observations, interviews and standardized test as main instruments. In addition, the number of participants, their socio-economical level, and the institution where the project will be developed are briefly described. On the other hand, the processes that will be followed to develop the analysis of the obtained data. Finally, the ethical aspects required for the advancement of the project, and the gratefulness, reciprocity, confidentiality and a final report of the research findings.

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5. Appendices

Appendix 1

Informed Consent Protocol (For research with underage participants)

Pasto, xx de xxx de 2018

Señores
Padres de familia
Pasto, Nariño

Apreciados señores:

Dentro de la formación de pregrado de Licenciatura en Ingles – Francés de la Universidad de Nariño, se considera muy importante el planteamiento de un estudio de investigación como requisito de grado.

En este marco, nosotras MABEL ALEXANDRA GETIAL TEZ Y MARIA LIZETH LASSO SARMIENTO, estudiantes de 10 semestre del programa de Licenciatura en Ingles – Francés de la Universidad de Nariño, autoras del proyecto de investigación titulado **"THE USE OF SHELTERED ENGLISH IMMERSION PROGRAM USING SIOP MODEL TO IMPROVE FIFTH GRADE STUDENTS' LEVEL OF ORAL PRODUCTION IN A PUBLIC HIGH SCHOOL IN PASTO"** , le (s) solicitamos comedidamente otorgue(n) su consentimiento para la participación del menor _____ en la investigación ya mencionada.

El objetivo de nuestra investigación es mejorar la producción oral en ingles de los estudiantes del grado quinto a través de un programa de inmersión utilizando el SIOP (Protocolo de observación del inglés protegido "Sheltered Instruction Observation Protocol"). Una vez terminado el proceso de análisis de los datos, se entregaran los resultados a los cuales usted(es) tendrá(n) acceso.

Además, las actividades programadas en el desarrollo de este proyecto no conllevaran ningún gasto adicional para su hijo(a). De igual manera, tampoco interferirán en el desarrollo de las demás actividades académicas.

Nos suscribimos de ustedes agradeciendo su colaboración.

Atentamente,

Mabel Alexandra Getial Tez

María Lizeth Lasso Sarmiento

Estudiantes de Licenciatura en Inglés – Francés

Universidad de Nariño

_____

Padre / madre / tutor(a) legal del (la) menor de edad

Nombre:

C.C:

Appendix 2

Timetable

Before SIOP.

Number of interviewees: 5 students chosen at random.

Interviews: 2 days

Transcription of interviews: 1 month.

Interpretation of data: 1 month.

Final report: 15 days.

During the development of SIOP.

Number of interviewees: 5 students chosen at random.

Interviews: 2 days.

Transcription of interviews: 1 month

Interpretation of data: 1 month

Final report: 15 days

After SIOP

Number of interviewees: 5 students chosen at random.

Interviews: 2 days

Transcription of interviews: 1 month

Interpretation of data: 1 month

Final report: 15 days

Appendix 3

Students Interview

Before the development of SIOP Model.

Number of interview: _____   Gender: F _____M_____

Age: ____   Grade: ____   Date: ____

1. Do you like English?   Why?

2. Do you like the way you learn English at school? Why?

3. Do you think it is interesting, dynamic and easy to understand?

4. Do you participate during English lessons? Why?

5. Does your teacher speak in English during the class? How long? Is it understandable for you?

6. What kind of tasks do you think would make learning English more interesting?

7. Do you think it is important to learn English? Why?

Appendix 4

Students Interview

During the development of SIOP Model.

Number of interview: _____   Gender: F _____M_____

Age: ____   Grade: ____   Date: ____

1. What do you think about English lessons now?
2. Do you find them more interesting and easy to understand that before?
3. Do you think you are learning more English than before with this Model? Why?
4. What aspects of the lessons do you like the most? Why?
5. Which aspects do you like the least? Why?
6. What aspects would you like to change? How?
7. Have you had more opportunities to participate in class and practice your English?
8. Would you like to continue working with this Model (SIOP), or go back to the previous one?

Appendix 5

Students Interview

After the development of SIOP Model.

Number of interview: _____   Gender: F _____M_____

Age: ____   Grade: ____   Date: ____

1. What do you think about English lessons now?
2. Do you think you have learned more English than before?
3. Do you feel more confident with talking in English now?
4. Do you think it is easier for you to participate in English classes using this Model?
5. What do you think was the best feature of this Model? And the worst?
6. Would you like to continue working with this Model?