

Lesson Planning and Delivery by the SIOP model

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Abstract

The success of planning lesson or instruction is one of the central elements of effective teaching and to achieve this the EFL teachers can use one of the modern models which can provide an effective delivery systems for them .The **SIOP** (**S**heltered **I**nstruction **O**bservation **P**rotocol) is one these models which consists of eight components and 30 features that guide lesson plan development and instructional delivery. The eight components are: Preparation ,Building background ,Comprehensible input , Strategies ,Interaction , Practice & application ,Lesson delivery ,and review & assessment. This model is used as a lesson planning guide for sheltered content lesson ,and it embeds features of high-quality instruction into its design.

1.1 Sheltered Instruction : Historical Review

Sheltered instruction is used as an instructional process or program that connects learners with the content area knowledge and academic skills in order to developed their language proficiency. The sheltered instruction is used in EFL programs with sheltered content courses(e.g., sheltered chemistry)(www.alliance.brown.edu) , so the sheltered instruction as an approach for teaching content to English learners (ELs) aims to help students comprehend the subject matter concepts while they develop their language ability. Echevarria , et al (2010 : 15) clarifies that the sheltered instruction can be used as an "approach that can extend the time students have for getting language support services while giving them a jump start on the content subjects they will need for graduation " . " the sheltered instruction is considered as an approach for teaching content to English learners (ELS) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language

development " Paul & David (2010 :18). Echevarria ,et al (2008:12) state that " Sheltered instruction approach is designed for making grade- level, standards-based content material (e.g .,math or social studies) more accessible to ELS while at the same time promoting their English language development ". Echevarria , et al (2012 : 2) indicate that sheltered instruction includes " the practice of highlighting key language features and incorporating strategies that increase interaction and practice using language ". Sheltered approach is considered shift in the teaching – learning relationship that requires teachers to engage the students in meaningful activities supporting and integrating their language skills : listening , speaking , reading and writing .The sheltered approach is not a set of instructional techniques that teachers use in their classroom ,but it is a specific strategies for developing English language skills (ibid ,2008:12). Sheltered instruction , on the other hand , means that the students receive help by providing them with instructional techniques that make learning comprehensible to students (www.cal.org/siop). "Sheltered instruction may be used as a part of a program for preservice and inservice professional development , as a lesson planner for sheltered content lessons , and as a training resources for faculty . the protocol can be used as an observation measure for site-based administrators , supervisors of student teachers , and research who rate lessons "(Deeds , 2008 : 249).Sheltered instruction is an evidenced based approach for “teaching content to English learners (ELs) in strategic ways that make the subject matter concepts comprehensible while promoting the students” English language development” (Echevarria et al., 2008 : 5) . And this clarifies that sheltered instruction plays a major role in a different educational program designs .

1.2 SIOP model for Sheltered Instruction

" The term SIOP (pronounced sigh-op),the acronym for the Sheltered Instruction Observation Protocol ,has become widely known as an empirically validated approach for implementing effective sheltered content instruction for students who are acquiring English as a second (or multiple) language " (Echevarria & Vogt ,2008 :v) .Sheltered Instruction Observation Protocol (better known as the SIOP model) is an approach to help students learn academic material and a second language at the same time and " the first version of this model was drafted five years ago in order to exemplify the model of sheltered instruction" (www.edvantia.org) .This model was developed from 1996 to 2003by researchers of the Center for Applied Linguistics and California State University using data from exemplary US department of education " the study begins in 1996 and involved collaborating middle school teachers who worked with the researchers to refine the features of the original protocol ; distinguishing between effective strategies for beginner , intermediate , and advanced English learners (Echevarria ,et al ,2012 : 16) .The protocol in this model is designed to encourage students to employ their native language to support the learning process, particularly when moving from concrete to abstract knowledge . One of the main goals of this model is to help English learners to be successful in content classes and L2 skills . The protocol stands for a set of guidelines for planning and measuring the implementation of a teaching approach known as Sheltered Instruction.(Echevarria ,et al, 2008 : 191).

The protocol of the SIOP model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and

review/assessment."These components and features of the SIOP model are integrated into each lesson to meet the needs of all learners "(Paul & David, 2010:19). Some components of the program are the posting of both content and language objectives .These objectives are explicitly reviewed at the beginning and end of class .It also encompasses strategic introduction of content vocabulary, explicit literacy instruction, and the use of hands-on manipulative.

1.5 Components of SIOP Model

The SIOP Model's 8 components and 30 features grouped into eight main component which provide the framework for planning integrated language and content lessons, and the model can be used as a valid observation instrument .

These component insists on the instructional practices that are critical for second language learners as well as high – quality practices that benefit all students .(Echevarria , Vogt , & Short ,2010 : 18) see figure (1) .

1.5.1 Lesson Preparation

Lesson preparation is the first component of this model. According to the theory, effective lessons are ones that lead students towards clear objectives. These objectives should be both stated orally by the teacher and presented to the class in written form . Characteristics needed in order for English Language Learners to be successful include :

" language objectives in addition to content objectives, content adapted to language level (e.g., highlighting key facts, using visuals extensively, simplifying language structures, decoding textbooks, adapting assignments, working in groups,

promoting oral interaction, using ELL's first language for content clarification); appropriate speech (e.g., shorter sentences, step-by-step oral and written instructions, extended wait time for oral responses)" (Spezzini, et al , 2009: 298)

Such characteristics support the understanding of content necessary for the EFL learners to master the content rather than merely memorizing information for a test. Teachers state the content objectives and plan meaningful activities to meet the objectives , and select language objectives for each lesson. According to (Echevarria , et al , 2010 :52) The six components under lesson preparation examine the lesson planning process , including :

- 1-The content objectives are clearly defined ,displayed and reviewed with students .
- 2-The language objectives are clearly defined and reviewed with students.
- 3-Content concepts are appropriate for age and educational background level of students .
- 4-Use of supplementary materials are used to a high degree , making lesson clear and meaningful .
- 5- The meaningful activities integrate lesson concepts .
- 6-Adaptation of content is carried to all levels of students proficiency .

1.5.2 Building Background

This is the second component of this model which refers to the idea that Teachers connect the student's prior knowledge and background with the new learning and knowledge . It offers strategies for linking

students' personal and cultural context to the lesson being given.(Echevarria , et al ,2008 : 24) , and it considered the basis for several techniques which may be used by a professor to introduce vocabulary before, during, and after the lesson. It offers guidelines so that a teacher may connect students' prior knowledge with the new information being taught. There are many features of this component according to (Ibid , 2008 :24) :

- 1-"Concepts explicitly linked to students' background experiences".
- 2- " Links explicitly made between past learning and new concepts ".
- 3-"Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) ".According to Graves & Fitzgerald (2006 : 122) systematic and comprehensive vocabulary instructions is necessary for English learners because :

1. Content area texts that students must read include very sophisticated vocabulary ;
2. Reading performance tests given to English learners rely on wide – ranging vocabulary knowledge ;
3. English learners' vocabulary instruction must be accelerated because ELs are learning English later than their native –speaking peers ;
4. English learners' acquisition of deep understandings of word meaning is very challenging .

1.5.3 Comprehensible Input

Gass (1997: 1) indicates that the concept of input is perhaps the single most important concept of second language acquisition (SLA) , and it is trivial to indicate that no individual can learn a second language (L2 / FL) without input of some sort. And this component is based on Krashen's

hypothesis which states that language acquisition occurs when the input is meaningful, comprehensible, and interesting to the learners . Krashen (2002b : 395) states that this concept is the best explanation for how people acquire a second language :

"Evidence for the Input Hypothesis remains very strong. In second and foreign language acquisition method comparisons, students in classes containing more comprehensible input consistently outperform those containing less: At the beginning level, students in Total Physical Response classes, and Natural Approach classes do at least as well, or better, on grammar tests. At the intermediate level, students in sheltered classes (content courses made comprehensible for intermediate students) do as well or better than comparisons (and acquire subject matter at the same time) ”.

Teachers make lessons comprehensible by using vocabulary and language that the students understand . According to Echevarria ,et al (2004 :78) “ Effective sheltered teachers provide explanation of academic tasks in ways that make clear what students are expected to accomplish and that promote student success” .In order to make information comprehensible to students, this SIOP recommendation states that teachers should adjust and modulate their speech, explain tasks in steps, and use a variety of simplification techniques and this means that the SIOP Model provides a framework for teachers to present content concepts to English learners through strategies and techniques that make new information comprehensible to the students.(Echevarria , et al , 2012

:337) . Echevarria , et al (2010: 18) state that this component " considers adjusting teacher speech ,modeling academic tasks ,and using multimodal techniques to enhance comprehension ".And this means that students should be able to understand the essence of what is being said or presented to them but in the same time this does not mean that teachers must only use words that students understand. Making teacher talk comprehensible to students depends on the choice of vocabulary, and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers. "teachers will have to speak slowly and somewhat deliberately , with clear vocabulary and diction ,and use pictures ,other objects , and movements to illustrate the content being taught " (Goldenberg ,2008: 23) .

Echevarria , et al (2012 : 4) mention that " accomplished SIOP teachers can use sheltered and ESL techniques to make content comprehensible , and these techniques include :

1. "Demonstrations and modeling "
2. "Gestures , pantomime ,and role –play "
3. "Visual aids such as illustration ,real objects , video ,and other media."
4. "Restating ,repeating ,and reducing the speed of the teachers presentation "
5. "Previewing important information ,and"
6. "hands –on, experiential activities ."

By using context or visual cues or by asking for clarification, students enhance their knowledge of English. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding.

1.5.4 Strategies :

This component refers to the idea that the SIOP lesson planning and delivery system uses several strategies recommended for high –quality instruction for all students, such as :

- 1- *Cooperative learning strategies* ,*language learning strategies* which include self monitoring , paraphrasing , guessing ,analyzing and so forth .
- 2- *Metacognitive strategies* which implies awareness ,reflection , interaction and integration .
- 3- *Cognitive strategies* which aims to help the learners organize the information they learn through the process of self –regulated learning .(Echevarria , et al , 2012 : 117-118)

The features of the SIOP Model strategies can be summarized as follows :

- 1- "Ample opportunities provided for students to use learning strategies".
- 2-"Scaffolding techniques consistently used, assisting and supporting student understanding" (e.g., think-alouds).
- 3-"A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical , and interpretive questions)". (Vogt & Echevarria ,2008:68)

These features confirm the idea that the SIOP' teachers *scaffold* instruction , so students can be successful with the academic tasks .Move English learners to a high level of understanding and accomplishment and support efforts at their performance . Echevarria , et al (2012 :120) state that " scaffolding is a term coined by Jerome Bruner (1983) that is

associated with Vygotsky's (1978) theory of Zone Proximal Development (ZPD) ".

So , it is clear that the SIOP strategies aim to assists and support the students' understanding and to provide a opportunities to the students to use their own learning strategies .

1.5.5 Interaction :

Brown (2001 : 165) states that the term " interaction " is considered as the collaborative exchange of thoughts ,feelings or ideas between two or more students inside the classroom, resulting in a reciprocal effect on each other ,and through interaction students can increase their language proficiency .They also can interact through discussion , joint problem-solving tasks and skits .There are many interactive principles mentioned by brown (2001 : 166) . They include (automaticity ,intrinsic motivation , strategic investment , risk – taking , the language – culture connection , iterlanguage ,and communicative competence .This component of SIOP model has many features ,and (Paul & David , 2010 : 20) ,they are :

1. Frequent opportunities for interaction and discussions .
2. Grouping configurations support language and content objectives of the lesson .
3. Sufficient wait time for students responses consistently provided .
4. Ample opportunity for students to clarify key concepts in L1 .

The teacher provides the students with continual opportunities to interact with peers through flexible grouping ." The features of interaction remind teachers to encourage elaborated speech and to group students appropriately for language and content development " (Echevarria , et al , 2010 :18) . Echevarria , et al (2012 : 19) state that in effective SIOP

lessons , there is a high level of students interaction with the teachers ,other students , and with the text through meaningful activities and techniques in order to negotiate meaning , confirm information , describe and disagree . Student language learning is promoted through social interaction and meaningful activities . "The features of the SIOP model within the interaction component are designed to provide teachers with concrete ways of increasing students participation and developing English language proficiency " (Ibid ,2012 :148)

"Effective SIOP teachers incorporate into their lesson plans multiple opportunities for their students to use English, in writing, in reading, and in interaction with the teacher and other students. SIOP® teachers also provide time for students to process in English what they are hearing prior to answering questions or participating in discussion. Students occasionally work independently during SIOP® lessons, but more often they learn with partners and in small groups."(Echevarria & Vogt ,2008 :101- 102).

In spite of that teachers have the main role in word choice, intonation appropriate English usage and so forth, English learners practice new language structures and vocabulary that have been taught as well as important language functions in pairs and in small groups such as asking for clarification , evaluating opinion and confirming interpretations . Goldenberg (2008 : 19) confirms that "the most obvious instructional modification is to use the primary language for clarification and explanation .this can be done by the teacher , a classroom aide ,a peer ,or a volunteer in classroom " .

1.5.6 Practice & Application :

This component of the SIOP model ensures the importance of using hands-on material and other activities that provide students with the information about the content . “ Manipulating learning materials is important for ELs because it helps them connect abstract concepts with concrete experiences” (Echevarria , et al , 2004 :118). Echevarria & Vogt (2011:55) mention that " SIOP teachers ensure that lessons include a variety of activities that encourage students to apply both the content and language skills they are learning .Students benefit from opportunities to practice , apply and transfer new learning " .The SIOP model has many features under this component which can be summarized as the following:

1. Hands-on materials and / or manipulatives provided for students to practice using new content knowledge.
2. Activities provided for students to apply content and language knowledge .
3. Activities integrate all language skills . Echevarria , et al (2010 :143-146).

" Manipulatives and other hands-on materials reduce the language load for students . Students with beginning proficiency in English ,for instance ,can still participate and demonstrate what they are learning ,the type of manipulative employed for practice depends on the subject being taught " . Echevarria ,Vogt & Short (2010 :144).By using a variety of ways , application can occur such as graphic organizer to synthesize information , solving problems in cooperative learning groups ,writing journal engaging in literature circles or a variety of other meaningful activities . Fisher & Frey (2008 :7) state that " collaborative learning should be a time for students to apply information in novel situation or to engage in spiral

review of previous knowledge". Effective sheltered teachers understand the need to create many opportunities for English learners to practice and use all four language processes in an integrated manner .

1.5.7 Lesson Delivery :

This is one of the most important SIOP components and the SIOP provides a complete structure for lesson delivery, the seventh component of the protocol ,and several components of the model can be used to enhance lesson delivery . The effectiveness of lesson delivery is closely related to how well teachers prepare class. According to the model, lesson delivery has three main elements to be effective one : ***First***, it encourages teachers to monitor how well content and language objectives are supported during the lesson. ***Second***, it fosters student engagement while the lesson is delivered, and ***finally*** it leads teachers to apply appropriate pacing strategies for ELs (Paul & David ,2010 : 210-213) .

According to Echivarria , et al (2010 : 161) " the effectiveness of a lesson's delivery –students participation ,how clearly information is communicated , students' level of understanding reflected in the quality of their work – often can be traced back to the preparation that took place before students entered the classroom " . According to Popham (2006 : 82) , “students are active participants in learning processes when teachers empower them to monitor their own process toward clearly understood curricular aims”. Since clear content and language objectives guide teaching and learning, students should be informed of both in order to achieve the stated goals and expectations . Pacing is one of the most important features under this component and appropriate pace is critical for English learners . This term " pacing refers to the rate at which

information is presented during a lesson . The pace of the lesson depends on the nature of the lesson's content ,as well as ,the students' background knowledge " (Echevarria , et al ,2008 : 156) .

There is another feature of successful delivery of SIOP lesson that is " the art of teaching and classroom management skills play a role in effective lesson delivery . Having routines , making sure students know the lesson objectives so they can stay on track , and designing meaningful activities that appeal to students are helpful strategies." (Echevarria , et al ,2008 : 35) .

1.5.8 Review & Assessment:

Echevarria & Vogt (2011 : 56) state that " each SIOP lesson needs time for review and assessment " . This is the last component of this model which has its significance in providing appropriate feedback so that the students can continue to grow , review the key concepts and vocabulary . " Review and assessment are integrated processes ,essential for all students , but they are critical to the success of English learners " (Echevarria , et al ,2010 : 194) . Provide assessment to track students progress and this component is considered as one of the condition of effective teaching . Echevarria , et al (2010:135) state that "assessments should look at the range of language and content development ,including measures of vocabulary , comprehension skills , and content concepts " .Paul & David (2010 : 212-213) state that providing constructive feedback through clarification , reviewing important concepts , and making instructional decisions based on the students' answers are considered the main features of effective instruction . The teachers can provide feedback by using many techniques such as facial expressions and body language in order to

clarifies and correct any mistakes and misunderstandings .August & Shanahan (2008) as cited in Echevarria & Vogt (2011 : 57) assert that " students benefit from feedback on correct and incorrect responses ,periodic review and practice , frequent assessments to gauge progress , and re-teaching when needed " . According to Echevarria , et al (2010 : 180) assessment is defined as " the gathering and synthesizing of information concerning students ' learning " . Hedge (2008: 376) states that the term" assessment " refers to the general process of monitoring and measuring the learners' progress , and suggests that there are three purposes for assessing , the first purpose is pedagogically motivated .The second purpose for assessment is to measure learner achievement .The third purpose for assessment is formal certification. Moore (2007 : 333) states that there are four essential features to any formal assessment . They include :

1. "Having a clear purpose that gives the reasons for the performance assessment " .
2. "Identifying observable and measurable attributes of the student's performance that will be judged by the assessor" .
3. "Providing an appropriate setting for making an accurate judgment of the performance or product" .
4. "Establishing scoring or rating criteria and necessary instrumentation prior to the evaluation" .

According to Echevarria , et al (2010 :pp176-179) ,this component as the other components of this model has a number of features which can be summarized as the follows :

- 1- Comprehensive review of key vocabulary .
- 2- Comprehensive review of key content concepts .
- 3- Regular feedback provided to students on their output

- 4- Assessment of student comprehension and learning of all lesson objectives throughout the lesson .

1.6 Using SIOP for Lesson Planning

Brown (2001: 149) explains that the term " lesson " is " popularly considered to be a unified set of activities that cover a period of classroom time , usually ranging from forty to ninety minutes " .

Paul &David (2010:23) state that" planning for instruction refer to decisions that are made about organizing ,implementing ,and evaluating instruction . planning is one of the most important tasks that teacher undertake .It allows teacher to deeply reflect about the subject matter and the content they teach ". Planning is considered as one of the main aspects of an effective lesson and one of the main planning goals is to ensure students learning and it helps to arrange the appropriate flow and sequence of instructional events and also manage time and instructional events .(Ibid ,2010 : 24). Moore (2007 :138) defines planning as " an essential undertaking for teaching to be successful " . "The main goal of planning is to ensure students learning . Planning ,therefore , helps create arrange ,, and organize instructional events to enable that learning to occur .Planning helps the appropriate flow and sequence of instructional events also mange time and events " (ibid , 2010 : 24) , so this ensure that the process of thoughtful lessons and unit planning is considered one of the most important factors that contribute to the effective teaching . Echevarria & Vogt (2011 : 51) state that " the focus for each SIOP lesson is content and language objectives that are clearly defined , displayed ,and orally reviewed with students .These objectives are linked to content standards and the academic vocabulary and language that students need for success " . A SIOP lesson is considered as an effective one when it meets its

objectives and the objective should be observable , measurable ,and assessed (Echevarria , et al ,2012: 194) . The SIOP model will enable the teacher to plan and deliver lessons, experiences, and instruction to provide the background knowledge the learner needs to master the required curriculum. These engaging instructional practices will also support native English speakers as they also strive to master the content. The SIOP model begins to address the needs of teachers as well as providing an outline to aid in instructional planning ,so this model is considered as a cohesive framework for lesson planning and delivery . (Echevarria ,et al ,2008 : 17) .

The SIOP model is a lesson planning and delivery system that is comprised of 8 components ,each of which reflects research – based practices that should be used systematically and regularly in the general education classroom (Echevarria , et al ,2011 : 4). According to (Echevarria ,Vogt , & Short, 2012 : 259) this model is considered as an effective system for teaching English learners effectively and planning lessons and delivery . The SIOP model is used as a lesson planner for sheltered content lessons . The teachers must plan their lesson depending on the overlap ,interrelatedness and integration among its eight components. " Using the SIOP protocol regularly as a planning tool helps to keep the features of the SIOP model familiar " (Echevarria ,et al , 2010 : 22). The SIOP lesson plan consists of (content and language objectives , meaningful activities ,key vocabulary ,the SIOP features , learning strategies , supplementary materials , the lesson sequence ,and finally the assessment).

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تخطيط الدرس وتقديمه باستخدام انموذج (SIOP)

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الملخص

ان اسلوب تخطيط الدرس او المحتوى يعد من العناصر الأساسية للتدريس الفعال بنماذج مختلفة , وانموذج (SIOP) يعد من بين تلك النماذج التي يمكن لمعلمي اللغة الانكليزية في الجامعات استعمالها لتطوير مهارات التعليم وتوفير اسس نظام التخطيط الفعال . يتكون هذا الانموذج من ثمانية عناصر رئيسية و(30) ميزة.يتضمن هذا الانموذج الخطوات الفعالة للتخطيط في تصميمه ,لذا يستعمل كدليل لتخطيط الدرس الفعال .