


2010

# Impact of Sheltered Instruction Observation Protocol on Students Spanish Vocabulary Development

Janelle J. Hoff  
*Central Washington University*

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Educational Methods Commons](#)

---

## Recommended Citation

Hoff, Janelle J., "Impact of Sheltered Instruction Observation Protocol on Students Spanish Vocabulary Development" (2010). *All Graduate Projects*. 96.  
[https://digitalcommons.cwu.edu/graduate\\_projects/96](https://digitalcommons.cwu.edu/graduate_projects/96)

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact [pingfu@cwu.edu](mailto:pingfu@cwu.edu).

NOTE:

SIGNATURE PAGE OMITTED FOR SECURITY REASONS

THE REGULATIONS FOR SIGNATURE PAGES CAN BE  

---

FOUND ON CWU'S GRADUATE STUDIES WEBPAGE:

[CWU.EDU/MASTERS/](http://CWU.EDU/MASTERS/)

IMPACT OF SHELTERED INSTRUCTION OBSERVATION PROTOCOL ON STUDENTS  
SPANISH VOCABULARY DEVELOPMENT

---

A Project  
Presented to  
The Education Faculty  
Central Washington University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master Teacher

---

by  
Janelle J. Hoff  
May 2010

## TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION .....	2
	Background for the Project .....	3
	Purpose of the Project .....	3
	Delimitations .....	4
	Hypothesis .....	4
	Procedure .....	4
	Definition of Terms .....	6
II	LITERATURE REVIEW .....	11
	Introduction .....	11
	Sheltered Instruction .....	12
	Sheltered Instruction Observation Protocol .....	13
	Vocabulary .....	18
III	RESEARCH METHODOLOGY .....	26
	Introduction .....	26
	Methodology .....	26
	Participants .....	27
	Instrumentation .....	27
	Design .....	27
	Procedure .....	28
	Treatment of Data .....	29
	Summary .....	29
IV	ANALYSIS OF DATA .....	30
	Introduction .....	30
	Comparison of Methods Used .....	30
	Description of Environment .....	46
	Hypothesis .....	53
	Null Hypothesis .....	53
	Results of Study .....	53
	Findings .....	56
	Summary .....	56
V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	57
	Summary .....	57
	Discussion .....	57

TABLE OF CONTENTS (continued)

Conclusions .....	58
Recommendations .....	59
REFERENCES .....	61

LIST OF TABLES

Table		Page
1	Sheltered Instruction Observation Protocol .....	6
2	Characteristics of Treatment Group .....	47
3	Characteristics of Control Group .....	49
4	Results of t-test: Comparing the treatment and Control Group .....	54

## LIST OF FIGURES

Figure		Page
1	TVIP Pre and Post-Test Treatment Group .....	55
2	TVIP Pre and Post-Test Control Group .....	55

## ABSTRACT

The purpose of this research project was to determine if the use of the Sheltered Instruction Observation Protocol (SIOP) model would impact native Spanish speaking first grade student's Spanish vocabulary. To accomplish this purpose, a review of selected literature was accomplished. Additionally, essential data was obtained and analyzed from which related generalizations, conclusions, and recommendations were formed. Forty-one native Spanish speaking students in a bilingual Spanish classroom attending the Marlow School District participated in this study. These students were both male and female children between the ages of six and seven years old. In the treatment group the teacher instructed twenty students reading using methods from Sheltered Instruction Observation Protocol. In the control group the teacher instructed twenty-one students by following Hardcort Trofeos Spanish reading basil. All students were given a pre and post test using the Test de Vocabulario en Imagenes Peabody (TVIP). The fundamental research question on which the study focused was answered positively; indicating that student's in the treatment group Spanish vocabulary was positively impacted by the use of the SIOP model.



## CHAPTER I

### INTRODUCTION

#### Background for the Project

In the school year of 1998-1999, the Marlow School District was quiet small with only four buildings. During this time the Hispanic population of students attending Marlow School District was progressively growing, with 75% Hispanic students and 23.3 % white students. By 2003-2004, the percentage of Hispanic students was 86.3 with 12.5 % white. Now, in 2008-2009, the Marlow school district has grown to have six building and the percentage of Hispanic students has risen to 93.5% and 5.8 % white students (OSPI, 1998-2009). In addition, more than half of the student population at the Marlow school district is enrolled in a free or reduced lunch program and in a transitional bilingual program. This change in student demographics has made the administrators at Marlow change the way they educate the students in the Marlow School District.

Since 2007, the Marlow School District has been training their teachers to implement Sheltered Instruction Observation Protocol (SIOP) in their English classrooms. Recent research has shown, among other things, that the use of the SIOP model in the classroom has increased vocabulary in English Language Learners (Echevarria, Powers, & Short, 1999). The SIOP model is an important tool for teachers. It allows teachers and students to become fully engaged in a lesson. The SIOP model allows for teachers to prepare their lessons with content and language objectives for their students and build background with their students. Teachers are able to make curriculum

comprehensible for students and teach students important strategies to use. The SIOP model allows for interaction time between the teacher and student and students with each other. The SIOP model gives students time to practice new information and apply new information individually. Lastly, the SIOP model allows teachers and students to think about the lesson that was taught and what they learned from it. The SIOP model is a teaching tool that should be used with all students, not just English Language Learners.

#### Purpose of the Research

The use of the SIOP model in the classroom is an effective way to build English language and academic content for students who are learning English as a second language. All teachers at the Marlow School District who teach in English are required to use the SIOP model within their daily lessons to accommodate students with limited English skills. Bilingual Spanish teachers can use SIOP components while teaching a lesson to their native Spanish speaking students. The use of SIOP in a student's native language can help make content more clear and meaningful to students. Additionally, students need to have a strong foundation of their native language before they can successfully transfer information over to learn a second language (Cummins, 1981). The purpose of this project was to determine if the use of the SIOP model would impact native Spanish speaking first grade student's Spanish vocabulary. To accomplish this purpose, a review of selected literature was accomplished and lesson plans, using the SIOP model, were developed and implemented. Additionally, essential data was obtained

and analyzed from which related generalizations, conclusions, and recommendations were formed.

#### Delimitations

Students are both male and female, between the ages of six and eight. Following district procedures, students are randomly placed into two bilingual Spanish classrooms according to their academic and language levels. Students academics are based off of Indicadores Dinamicos del Exito en la Lectura (IDEL) assessment scores and math assessments from the Bridges curriculum. Furthermore, students are placed according to their scores from the Washington Language Proficiency Test (WPLT) and Kindergarten language assessments. Students are evenly placed in each classroom according to skill levels. Each classroom has an even amount of students who have been placed into categories of high, medium, and low academic and language skills. The materials used were: Hardcort Spanish Trofeos curriculum, realia, books, pictures, songs, and chants.

#### Hypothesis

First grade bilingual Spanish students in the treatment group who were taught using methods of the SIOP model will show an increase in Spanish vocabulary as measured by the TVIP.

#### Procedure

The research study was started by modifying Hardcort Spanish Trofeos lesson plans using the SIOP model. Each lesson was carefully prepared to engage students in learning. These modified lessons used well planned language and content

objectives, used students back ground knowledge to tie into the lesson being taught, and used concept maps to organize student's knowledge. Within each lesson, students were given time to interact with one another and the teacher and were taught helpful strategies for vocabulary development. Lessons provided students with scaffolding techniques such as, modeling an activity and giving time for individual practice. At the end of every lesson, time was given for students and the teacher to review objectives and review how they were accomplished.

The teacher then gave each student in both treatment and control group bilingual Spanish first grade classrooms the TVIP. Students are given a flip book with four pictures. The teacher says a word and the student points to the picture that best describes the word. The teacher then writes down the answer was said by the student on their answer sheet. The teacher keeps questioning the student until he/she has incorrectly answered six questions out of a group of eight. Then, the teacher stops the questioning and adds up the raw score.

After all students have been tested, students in the treatment group received a Harcourt Spanish Trofeos reading lesson using methods of the SIOP model for forty-five minutes a day. Students in the control group received a Harcourt Spanish Trofeos reading lesson using the Trofeos Reading teacher's manual not using the SIOP model for forty-five minutes a day.

After the course of three months, from October to February, students were retested to see if there was more of a gain on student’s vocabulary in the treatment group compared to the control group.

### Definition of Terms

Significant terms used in the context of the present study have been identified as follows:

Sheltered Instruction Observation Protocol (SIOP): A checklist for sheltered Instruction used by teachers to plan, direct, and reflect on a lesson (See Table: 1).

Table 1: Sheltered Instruction Observation Protocol

	Highly Evident		Somewhat Evident		Not Evident	N/A
	4	3	2	1	0	
Preparation						
Clearly defined content objectives for students.						
Clearly defined language objectives for students.						
Content concepts appropriate for age and educational background levels of students.						
Supplementary materials used to a high						

degree, making lesson clear and meaningful.						
Adaption of content to levels of student proficiency.						
Meaningful activities that integrate lesson concepts with language practice opportunities for reading writing, listening, and speaking.						
Instruction						
Building Background						
Concepts explicitly linked to students' background experiences.						
Links explicitly made between past learning and new concepts.						
Key vocabulary emphasized						
Comprehensible Input						
Speech appropriate for students' proficiency level.						
Clear explanation of academic tasks.						
Uses a variety of techniques to make content concepts clear.						
Strategies						

Provide ample opportunities for students to use strategies.						
Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding.						
Teacher uses a variety of question types, including those that promote higher order thinking skills throughout a lesson.						
Interaction						
Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborate responses about lesson concepts.						
Grouping configurations support language and content objectives of the lesson.						
Consistently provides sufficient wait time for student response.						
Ample opportunities for students to clarify key concepts in native language.						
Practice and Application						

Provides hands-on materials and / or manipulatives for student to practice using new content knowledge.						
Provides activities for students to apply content and language knowledge in the classroom.						
Uses activities that integrate all language skills.						
Lesson Delivery						
Content objectives clearly supported by lesson delivery.						
Language objectives clearly supported by lesson delivery.						
Students engaged approximately 90% to 100% of the period.						
Pacing of lesson appropriate to the students' ability level.						
Review and Assessment						
Comprehensive review of key vocabulary.						
Comprehensive review of key content						



concepts.						
Regularly provides feedback to students on their output.						
Conducts assessment of students' comprehension and learning of all lesson objectives throughout the lesson.						

Sheltered instruction: Method used to teach English language learners that incorporates strategies such as modeling, use of real objects and pictures, and scaffolding materials.

Native Spanish speaking: Someone whose first language they learned to speak was Spanish.

1<sup>st</sup> grade student: A student who is or between the ages of six and seven years old.

Hardcort Spanish Trofeos: First grade Spanish reading basil

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Every year, the United States become more ethnically and linguistically diverse. Many students from non-English speaking backgrounds have risen dramatically in the United States school system. English language learners (ELL) are among the fastest growing student population in schools. From 1993 to 2003, ELL's increased by eighty-four percent (National Clearing House for English Language Acquisition, 2005), which is related to the increased immigrant population in the United States. In 1999, the United States Census Bureau showed twenty percent of school aged children had at least one parent who was and immigrant and five percent of students were immigrants.

The United States seeks to accommodate these immigrants in the educational system with Bilingual and English as a Second Language Programs but sometimes fails to impact students who enter schools with limited English skills (Echevarria & Short, 1999). These students end up having poor academic abilities, scoring below classmates, being placed in low ability groups, and sometimes end up dropping out of school.

In 1996, the National Commission on Teaching and Americas Future reported that fifteen percent of school and twenty-three percent of urban school are not able to fill their vacancies with qualified teachers (Echevarria & Short, 1999). To compensate districts hire less qualified teachers, use subs, cancel courses, increase class size, and ask teachers to teach outside of their field of expertise. ELL students receive instruction from content

area teachers who need appropriate professional development such as SIOP, to address the language needs of their students.

### Sheltered Instruction

Current research shows, sheltered instruction has been proven to be a successful way to build English and academic content for students who are learning English as a second language (Freeman & Freeman, 1988). Sheltered instruction was introduced for the purpose of using English as a Second Language (ESL) techniques in the content area. This model uses English as a medium of instruction in content areas and allows students to be immersed in using the English language. Echevarria and Graves state sheltered instruction is a “refuge from the linguistic demands of mainstream instruction, which is beyond the comprehension of ELL's” (1998). Sheltered instruction is an instructional approach that makes grade level academic content areas accessible for ELL students by incorporating strategies and techniques that accommodate second language acquisition process (Freeman & Freeman, 1988). These strategies help make subject matter comprehensible to ELL's and promote English language skills.

Sheltered instruction helps students make a foundation of new content knowledge before a lesson is taught. Sheltered instruction provides a bridge of support for students to reach language and academic levels of mainstream English speaking students (Echevarria & Short, 2000).

Sheltered instruction is designed to be flexible, it allows the teacher to add new elements into their lessons and provides an approach for how to teach what you are

teaching. Sheltered instruction integrates district and state standards and has been tested in many classroom situations (Echevarria & Short, 2000). Sheltered instruction has been used with ELL's, a mix of native and non-native English speakers, students with strong academic backgrounds and students with limited formal schooling. Furthermore, sheltered instruction had been used with students who have just arrived in the United States or students who have lived here all their lives. Sheltered instruction is used in many educational programs such as; ESL, late-exit bilingual, two-way immersion, newcomer, and foreign language immersion (Krashen, 1997).

### Sheltered Instruction Observation Protocol

#### *Early Research in SIOP*

The Sheltered Instruction Observation Protocol (SIOP) model was a result of a seven year research project from 1996-2003, by the center for Research on Education and Diversity and Excellence (Echevarria, Powers, & Short, 2006). The purpose was to develop an explicit model of sheltered instruction that teachers could use to implement into their lessons (Echevarria & Short, 2000). From 1998 – 2000, the model was used to train middle school teachers to implement effective sheltered instruction strategies in their classrooms. Teachers and researchers attended a three day professional institute that provided practice of implementing the sheltered instruction model, refine the sheltered instructional model, discuss and analysis teacher's lessons, and to provide constructivist

feedback to improve lessons. Studies confirmed that SIOP is highly reliable and a valid measure of sheltered instruction (Echevarria & Short, 2000).

### *Components of SIOP*

#### Preparation

SIOP is composed of thirty items with three sections preparation, instruction, and review and assessment (Echevarria, Short, & Vogt, 2008). In the first section, preparation, teachers determine lesson content and language objectives, select age appropriate content concepts and vocabulary, use supplementary, and plan meaningful, real life activities (Abadiano & Turner, 2002). In addition teachers use graphic organizers to help students sort their new knowledge, rewrite and adapt text to student's needs, use graphic pictures, and oral paraphrasing.

#### Instruction

The instruction, second section of SIOP, uses six categories; building background, comprehensible input, strategies, interaction, practice and application, and lesson delivery (Echevarria & Short, 2000). Making connections with student's backgrounds and prior learning, adjusting speech, emphasizing vocabulary development, multi modal techniques, promoting higher order thinking skills, grouping students appropriately for language and content concepts, and using hands-on materials are all important instructional practices that are emphasized in the section of instruction.

### *Building Background.*

Under the category of building background, teachers help students make connections between what is being taught with their background and prior learning experiences, which helps students develop their academic vocabulary. Students learn best while connecting new ideas and concepts ones they already know (Piaget, 1969). Teachers ask questions, have discussions and build concept maps to help students relate new information to their prior experiences and knowledge.

### *Comprehensible Input.*

Comprehensible input is the process whereby the teacher provides ELL students with enough language support that they are able to can comprehend the academic content being taught in a lesson (Krashen & Terrell, 1983). For the category of comprehensible input teachers adjust their speech to students level by annunciating and slowing down the rate in which they speak and speak to students in their native language to help make concepts clear for students. Students are group appropriately by levels of language and academics. Teachers' give a clear explanation of tasks and models to students the task they will be performing. Teachers use multi modal techniques such as, visuals, hands-on activities, demonstrations, gestures, and body language, to enhance comprehension of new concepts.

### *Strategies.*

Metacognitive, cognitive, and social/affective strategies organize, give a purpose for learning, and monitor knowledge and thinking. Teachers use strategies to help students access and retain information (O'Malley & Chamot, 1990). The term scaffolding is associated with Zone of Proximal Development, it is the difference between what a learner can do without help and what he or she can do with help (Vygotsky, 1978). In scaffolding teachers pay attention to student's ability level, provide experiences and activities with direct interaction with students, and provide learning support such as visuals, demonstrations, and manipulatives. Teachers will begin instruction at student's level of understanding. Then move student through higher level of understanding. Instructional tasks are adjusted to meet student's levels, for example, pre-teaching vocabulary or writing an outline before an essay. Teachers will adjust their speech by giving examples, providing analogies, and elaborating student responses. With scaffolding students learn skills necessary to complete tasks on their own.

#### *Interaction.*

In the category of interaction students are given many opportunities to interact within a variety of group setting such as small groups or partners, which are organized appropriately for language and content development (Abadiano & Turner, 2002). Teachers use reciprocal questioning, "Tell me more...", "Why did you say that?", "How, Who, When, Where?" to help students elaborate on their responses. These interactions give students time to practice their English skills with one another and the teacher.

### *Practice and Application.*

During practice and application teachers have planned activities that have been integrated with all language skills; reading, writing, listening, and speaking. These hands on activities will help students apply new language and content knowledge (Echevarria, Short, & Vogt, 2008).

### *Lesson Delivery.*

Under the category of lesson delivery teachers present planned lessons that meet the language and content objectives of a lesson. During a lesson students are engaged ninety to one hundred percent of the time. The lesson is paced appropriately to student's ability levels.

### Review and Assessment

The third section, review and assessment, teachers review key vocabulary and content concepts with students and discuss how each objective was accomplished. Assessments used are linked to the objectives of the lesson. Teachers use informal assessment to assess student learning throughout a lesson to determine if students are understanding and applying content concepts. Teachers use authentic assessment by having students apply new concepts through meaningful activities. Teachers are able to assess students by observations, writings, presentations, discussions, and art (Echevarria & Short, 2000).



## Vocabulary

Vocabulary is learning the meanings of new words. These can be words that students recognize in print or words that are new to them. When students are learning to read they need to understand that their words create meaning and can be written down to be read (Beck, McKeown, & Kucan, 2009).

Word knowledge is one of the best predictors of comprehension. It is hard to make meaning of text when words are unknown or unclear. Students need to be able to understand words in order to make meaning of text. A student's growing vocabulary requires the nurturing of teachers across each grade level as well as the time and experiences needed to foster vocabulary (Fisher, Frey, & Lapp, 2009).

A fast expanding vocabulary is a sign that a child is developing oral language vocabulary. Vocabulary is needed for reading and critical thinking skills. A strong and continually growing oral and reading vocabulary is a fundamental component for the development and expansion of reading ability and sophistication at all levels (Farstrup & Samuels, 2008).

### *Acquisition of Vocabulary*

At one year old a child speaks their first word. When that child is six years old they will have learned ten thousand words. Looking at a breakdown of words learned from year one of life until age six, children learn two thousand words a year, thirty-eight words a week, and five to six words a day (Smith, 2004).

Children enter school with vocabulary of environmental print. Students learn three thousand to four thousand words in a school year. By the time students are in eighth grade they have acquired a vocabulary of twenty-five thousand words. Students will graduate high school with a vocabulary of fifty thousand words (Smith, 2004).

### *Importance of Vocabulary*

Vocabulary knowledge is the best indicator of verbal ability (McKeown & Curtis, 1987). This knowledge contributes to young children's phonological awareness which in turn contributes to their word recognition (Hiebert & Kamil, 2009). Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham & Stanovich, 1997).

Teaching vocabulary can improve reading comprehension both native English speakers and English Learners. A strong vocabulary increases the readability of a text. The lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students.

Growing up in poverty can contribute the vocabulary of a child before they enter school and make attaining an adequate vocabulary difficult. Family financial status is related to the presence and absence of educational opportunities available to children (Jones & Fuller, 2003). Academic vocabulary acquisition is hard for students with low socio economic background, who depend on schools to become literate (Cummins,

1984). Less advantaged students are likely to have smaller vocabulary than more advantaged students (Farstrup & Samuels, 2008).

Reading involves the mapping of printed words into stored phonological and semantic representations for spoken words. There are connections between spoken vocabulary and reading. For example, students who enter first grade with larger spoken vocabularies are often the students who score highest on reading achievement tests at the end of the school year (Snow & Griffin, 1998). In addition there are connects between vocabulary and phonological processing skills.

#### *Importance of Native Language and Second Language Acquisition*

Vocabulary also relates to second language acquisition. To assure cognitive and academic success in a second language, a student's first language system, oral and written, must be developed to a high cognitive level at least through the elementary school years (Collier & Thomas, 1997). Academic knowledge and conceptual development transfer from the first language to the second language; therefore, it is most efficient to develop academic work through students' first language, while teaching the second language during other periods of the school day through meaningful academic content (Krashen, 1996, Cummins, 1992) Research has shown, that postponing or interrupting academic development is likely to promote academic failure (Cummins, 1992). In an "information driven society" that demands more knowledge processing with each succeeding year, students cannot afford the lost time (Thomas & Collier, 1997).

In their studies, Thomas and Collier have found that in U.S. schools where all the instruction is given through the second language (English), non-native speakers of English with no schooling in their first language take 7-10 years more to reach age and grade level norms of their native English speaking peers. Immigrant students who haven't had 2-3 years of first language schooling in their home country before they come to the U.S. take at least 5-7 years to reach typical native-speaker performance. In their examination of large data collection across many different research sites, they have found that the most significant student background variable is the amount of formal schooling students have received in their first language. They have also found that non-native speakers being schooled in a second language for all or part of the school day on average do fairly well in the early years of schooling from kindergarten through third grade. But from fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum increase rapidly with each succeeding year, students with little or no academic and cognitive development in their first language do worse as they move into the upper grades. Bilingually schooled students typically sustain this level of academic achievement and outperform monolingually schooled students in the upper grades (Thomas & Collier, 1997).

#### *Important Aspects of Vocabulary Instruction*

Teachers and students need to establish vocabulary learning goals (Flood, Lapp, Squire, & Jensen, 2003). These goals need to provide teacher initiated vocabulary

learning experiences as well as one's that strive for student independence in vocabulary learning. Instructional strategies need to be specific words, transferable, and generalizable. Instructional strategies should provide experiences that are carefully aligned with each goal. Teachers need to provide explicit instruction with struggling reads that teaches students more important words and efficient strategies in less time. Teachers need to select assessment tasks and formats that are consistent to instructional strategies and desired outcomes. Teachers need to consider the costs and benefits of instruction in terms of teachers and student time and effect when matching instructional methods to goals of a lesson. Lastly teachers need to continually evaluate their vocabulary learning objectives, procedures, and techniques they have chosen to address in a lesson.

Some instructional guidelines for teaching vocabulary are for teacher to teach students to learn words independently by using activities that promote independent learning such as, read alouds, independent reading, oral and written composition, using of dictionaries, and making choices about what vocabulary terms to learn. Teachers can implement word learning strategies and plan activities to explore the richness of word meanings (Flood, Lapp, Squire, & Jensen, 2003).

Teachers must teach the meanings of specific words. Teachers can teach vocabulary by using synonyms or definitions through rote or mnemonic strategies.

Teachers can provide students with partial knowledge by pre-exposing vocabulary through pre reading strategies and pre-teaching critical vocabulary words.

Teachers help students develop an appreciation and experience enjoyment and satisfaction in the use of words. Teacher need to set a positive model on being excited about new words. Therefore, students will to be able to have fun and play games while learning new words. Teacher need to help promote the use of vocabulary learned at school to be used outside of school in a non-school context.

Teachers need to build word rich environments for students to be immersed in words for both incidental and intentional learning and word awareness (Blachowicz & Fisher, 2000). Teachers need to help students use rich oral language, use a variety of wide reading, model strategies of word learning and use word play.

Teachers provide students with explicit instruction for important content and concept vocabulary. Teachers give students definitional and contextual information with the use of examples. Lastly, Teachers need to use assessments that match the goal of the lesson being taught.

### *Methods and Strategies of Vocabulary Instruction*

Students need to be immersed in a rich array of language and experiences by learning through listening, reading, writing, and speaking activities. Vocabulary instruction is most effective when it is rich, deep, and extended. Students need to be taught individual words but is hard to do with so little time and so many words. Instead,

teachers need to choose which words they will explicitly teach and what words they will quickly explain. Teachers can use vocabulary learning strategies to help students develop a richer vocabulary (Farstrup & Samuels, 2008). Teachers need to teach word learning strategies by using words in context, use word parts to unlock meaning, and the use a dictionary. Teachers can help foster word consciousness in students, which highlights students awareness of new words and keeps students interested in words and their meanings. Teachers need to help students draw from their personal experiences to predict the meanings of new words. In addition, teacher need to help students predict words by using the knowledge of a word and it part and language structure to predict the possible meaning of a new word encountered in print or speech.

Read aloud is a method of teaching vocabulary (Farstrup & Samuels, 2008). Read alouds positively affect concept and vocabulary learning. They give opportunities for students to develop new vocabulary. Read alouds go beyond existing oral vocabulary by presenting new vocabulary and concepts. Discussions after a read aloud give students opportunities to use new vocabulary words. During a read aloud a teacher can use dialogic reading to prompt a student to say something about a word or concept, and text talk by asking open ended questions and having students explain their answers and elaborating on them. These strategies allow students to be actively participating in read alouds.

Shared reading is a method that makes reading interactive (Graves, 2006).

Teachers and students read a book several times and direct their attention on the words.

Teachers reading stories need to read fluently with intonation and with expression. Books need to be carefully selected to meet student interests to make reading enjoyable.

Strategies such as word play and word puzzles are used to enhance vocabulary in students (Farstrup & Samuels, 2008). Word play is a strategy that includes activities such as riddles, puns, jokes, and the use of words and board games that increase student's fluency of words. The strategy of word puzzles involves using crossword puzzles, jumbles, the unscrambling of words, and an alphabet antonym tables to enhance vocabulary instruct



## CHAPTER III

### RESEARCH METHODOLOGY

#### Introduction

The purpose of this research study was to determine if the use of methods from Sheltered Instruction Observation Protocol (SIOP) would impact native Spanish speaking first grade student's Spanish vocabulary. To accomplish this purpose, a review of selected literature was accomplished. Additionally, essential data was obtained and analyzed from which related generalizations, conclusions, and recommendations were formed.

Chapter three provides a description of the methodology employed, the participants included in the study, details regarding instruments used, design, procedure, treatment of the data, and the summary.

#### Methodology

The method employed in the present study used the pretest-posttest control group design. Following standard district procedures, students are placed into two bilingual Spanish classrooms according to their academic and language levels. Student's academics are based off of Indicadores Dinámicos del Éxito en la Lectura (IDEL) assessment scores and math assessments from the Bridges curriculum. Furthermore, students are placed according to their scores from the WPLT and Kindergarten language assessments. Students are

evenly placed in each classroom according to skill levels. Each classroom has an equal amount of students who have been placed into categories of high, medium, and low academic and language skills.

### Participants

The participants for this study are students in a Spanish bilingual first grade classroom at Daniel's Elementary. Participating students received a reading lesson of Hardcort Spanish Trofeos for thirty minutes a day. Students in the experimental group were taught using the SIOP model. Students in the control group were instructed by a qualified teacher with out the use of the SIOP model. Students are both male and female, between the ages of six and eight. The treatment group contains thirteen boys and seven girls. The control group contains ten boys and eleven girls.

### Instrumentation

The researcher used the Test de Vocabulario en Imagenes Peabody (TVIP) to verify the effectiveness of using the SIOP model on student's vocabulary. For the purposes of comparison, both the treatment group and the control group were assessed using the TVIP.

### Design

The researcher used the TVIP as the assessment tool for this study. Test scores from the treatment group and the control group were compared in

a posttest fashion.

### Procedure

Procedures employed in the present study evolved in several stages as follows:

During September 2009, the investigator sought and obtained permission to do the following study. The investigator then examined each lesson of the Hardcort Spanish Trofeos reading curriculum and determined the pertinent vocabulary from the lessons. The investigator next created lesson plans using the Hardcort Spanish Trofeos reading curriculum and methods from the SIOP model.

Students in both the treatment group and the control group were assessed using the TVIP in October 2009 and February 2010.

From October 2009 to February 2010, students in the treatment group received a Hardcort Spanish Trofeos reading lesson using methods of the SIOP model in the morning for forty-five minutes. From October 2009 to February 2010, students in the control group received a Hardcort Spanish Trofeos reading lesson, not using methods of the SIOP model in the morning for forty-five minutes.

During February 2010, the writer analyzed essential baseline data and formulated related conclusions and recommendations.

### Treatment of the Data

A t-test for independent variables was chosen as the appropriate measurement tool for determining the significance between the control and treatment groups.

### Summary

Chapter three provides a description of the research methodology employed in the study, participants, and details regarding instruments used, design, procedure, and treatment of the data.

## CHAPTER IV

### ANALYSIS OF DATA

#### Introduction

The use of the SIOP model in the classroom is an effective way to build English and academic content for students who are learning English as a second language. Teachers at the Marlow School District who teach classes in English are required to use the SIOP model with in their daily lessons. Bilingual Spanish teachers can use SIOP components while teaching a lesson to their native Spanish speaking students. The use of the SIOP model in a student's native language can help make content more clear and meaningful to students. In addition, the building of students' native language vocabulary can help students transfer information into a second language.

To address the effectiveness of the SIOP model, the present study sought to determine if the use of the SIOP model would impact native Spanish student's Spanish vocabulary measured by the TVIP.

#### Comparison of Lesson Plans

##### *Hardcort Trofeos Reading Lessons*

## Sample Lessons

### Hardcort Trofeos Lesson Plan 1

Date: December 4, 2009 Grade:1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

#### Content Objective(s):

1. SWBT create a complete sentence using a vocabulary word.

Key Vocabulary	Supplementary Materials
antes, carta, crees, gente, martes, otros, sillón, mar, cuantos, aire, & entre	vocabulary word cards

#### Lesson Sequence

1. Present new vocabulary cards to students. Hold up word cards and have students read each word aloud.
2. Discuss with students what each word means.
3. Next have students create sentences using each vocabulary word and share with the class.
4. Then quickly read through the word cards again.

Hardcort Tofeos Lesson Plan 2

Date: December 7, 2009 Grade:1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT recall shapes/ objects that are made by clouds

Supplementary Materials

book: Parecia Leche Vertida by Charles G.Shaw

Lesson Sequence

1. Display book.
2. Discuss with children what they think the book is about.
3. Read book to students. While reading have children pay close attention to the details the author uses to describe the cloud shapes.
4. When finished discuss the shapes of the clouds with students and what was their favorite.

Hardcort Tofeos Lesson Plan 3

Date: December 7, 2009 Grade:1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT recall shapes/ objects that are made by clouds

Supplementary Materials

book: Parecia Leche Vertida by Charles G.Shaw

Lesson Sequence

1. Display book.
2. Help students recall what the book is about.
3. Read book to students. Have students think about places where they could find the things that look like spilt milk.
4. When finished discuss and write on board placed where students could find thing that looks like spilt milk.



Hardcort Trofeos Lesson Plan 4

Date: December 9, 2009 Grade:1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT read to find information.

Key Vocabulary	Supplementary Materials
aire, entre, otros, cuantos, crees	book: Peces Divertidos by Jane Word

Lesson Sequence
<ol style="list-style-type: none"><li>1. Read aloud the author and tile to students.</li><li>2. Discuss with students what they think the story will be about.</li><li>3. Read aloud with students words to remember.</li><li>4. Ask students "What life is like under the sea?"</li><li>5. Read story to students.</li><li>6. Throughout the story ask students questions like, "What special equipment does a diver use ?", "What helps fish swim?", "What do fish eat?", "How do small fish get away from big fish?", "Which is your favorite fish? Why?"</li><li>7. After reading story, ask students what happened, "What did the diver do in this story?" "What do the fish do?" "Why do some fish hide?" "What fish is the most interesting? Why?"</li></ol>

### *Modifications of Lessons*

Hardcort Spanish Trofeos lesson plans were lacking components of SIOP. To incorporate these components, each lesson was carefully prepared with meaningful activities and questions to engage students in learning. These lessons used well planned language and content objectives, used students back ground knowledge to tie into the lesson being taught and used concept maps to organize student's knowledge. Realia, pictures, books, hands-on materials and manipulatives were all used to add to the effectiveness of a lesson. Within some lessons Hardcort Trofeos books were replaced with other books that would enhance a lesson and teach to the context of the theme. Students also, were given time to interact with one another and the teacher. Students were taught helpful strategies for vocabulary development and given time to practice these new skills. Lessons provided students with scaffolding techniques such as, modeling an activity and giving time for individual practice. Informal and authentic assessments were used that match objectives being taught. At the end of every lesson, time was given for students and the teacher to review objectives and review how they were accomplished.

### *Sample SIOP Lesson Plans and Methods Used*

In the treatment group, lessons were well prepared using the SIOP model checklist. In sample lessons, for the theme "In the Ocean", the teacher planed content and language objectives and created meaningful activities around themes such as, sentence

writing, drawing, read alouds, and discussions. Students' background knowledge was used to discuss and create a chart about what students knew about fish, what they wanted to know about fish and what they learned about fish (KWL chart). Important vocabulary was emphasized in lessons by using pictures and word walls. The integrating of reading, writing, listening, and speaking skills into a lesson additionally help emphasize new vocabulary. The teacher used pre- reading strategies and questions about the text to promote higher order thinking skills. In each lesson students were grouped either as whole class, small groups, partners, and individual depending on activity. Many lessons incorporated the strategy of "think, pair, and share", where students think about the question them selves then, talk with a partner, and share with the class. The teacher modeled and gave students guided practice for each activity before students did it individually. After each lesson, the teacher and students reviewed objectives and discussed how each one was meet.

Sample Lessons

SIOP Lesson Plan 1

Date: December 4, 2009 Grade:1<sup>s</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBT create a complete sentence using a vocabulary word.

Language Objective(s):

1. SWBT write a complete sentence using a vocabulary word.

Key Vocabulary	Supplementary Materials
antes, carta , crees, gente, martes, otros, sillón, mar, cuantos, aire, & entre	Paper, crayons, pencils, pictures of vocabulary cards, & vocabulary word cards

SIOP Features		
Preparation	Scaffolding	Grouping Options
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent
Integration of Processes	Application	Assessment
Reading	Hands-on	Individual

Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Lesson Sequence:

1. Review objectives with students. Have students read objectives aloud.
2. Present new vocabulary cards to students. Hold up words give students think time and have them read each word aloud.
3. Show students a picture and discuss with students what each word means.
4. Have students think, pair, and share with a partner and discuss how you could use the word in a sentence.
5. After discussing each word, quickly read through the words again.

Activity:

6. Have students get into groups of three. Explain and model to students what they will be doing.
7. Students will choose a vocabulary word to use in a sentence. Each person in the group will help draw a picture of the vocabulary word, write the word above the picture, and write a sentence below the picture using the vocabulary word.
8. Before passing out paper to each group, have each group tell you what word and sentence they are going to write.
9. When everyone has finished, have students share their paper with the rest of the class.

10. Review objectives with students to make sure they were met.

Reflections:

Teach students how to use the three lines to write on. Some student's papers were sloppy. After making sentences, try to make a story with the class using vocabulary cards.

SIOP Lesson Plan 2

Date: December 7, 2009 Grade: 1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT read text to find out information

Language Objective(s):

1. SWBAT describe a fish that lives in the ocean.

Key Vocabulary delgado, puntos, planos, rayados hinchados espaldachones, picados, redondos, barbudos, grenudos, & dentudos	Supplementary Materials book: Que Hay en el Mar by Lada Kratyk, KWL chart
---	---

SIOP Features		
Preparation Adaptation of Content	Scaffolding Modeling	Grouping Options Whole class

Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent
Integration of Processes	Application	Assessment
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Lesson Sequence:

1. Review objectives with students. Have students read them aloud.
2. Display book. Read aloud title and author.
3. Think pair share with a partner what they think they book will be about?
4. Think, pair, and share with a partner about fish that live in the ocean. Make a KWL chart.
5. Read book aloud to students. Read aloud the names of the fish.
6. When finished, review with students what types of fish are in the ocean.
7. Have students think, pair, and share with a partner what fish was their favorite.
9. Review the KWL chart with students. Discuss and write on the chart what students learned from the book
8. Review objectives with students to make sure they were meet.

Reflections:

Fun book to read with students. They laughed at many pages of the book for the use of words and pictures.

SIOP Lesson Plan 3

Date: December 8, 2009 Grade:1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT name a fish from the book

Language Objective(s):

1. SWBAT write the name of a fish from the book and why they like it.

Key Vocabulary	Supplementary Materials
Mariposa, pez loro, pez angel, pez vela, volador, antenado, pez payaso, idolo moro, espalda, corneta, pez caja, sierra, saltarin	Book: Que Hay en el Mar by Lada Kratky, pictures, pocket chart, paper, pencils,& crayons.

SIOP Features		
Preparation	Scaffolding	Grouping Options
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups



Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent
Integration of Processes	Application	Assessment
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Lesson Sequence:

1. Display book. Read title and author aloud. Have student think pair share with a partner what the book is about and what types of fish were in the book.
2. Review KWL chart from lesson 2 about fish that live in the ocean.
3. Show students picture of the fish that are in the book and have students say their names.  
Display picture in pocket chart
4. Read book aloud, have students read along with you.
5. When finished review book with students and discuss what types of fish they saw in the book.
6. Review pictures of fish that are in the pocket chart.

Activity:

7. Explain and model to students what they will be doing.
8. Students will draw a picture of their favorite fish, write its name, and a sentence why they like

this fish.

9. Before passing out paper to students have them tell you what fish is their favorite and why.

10. When students have finished have them share their paper with the rest of the class.

11. Review objectives with students to make sure they were met.

Reflections:

Students enjoyed drawing their favorite fish and talking to their friends why it was their favorite.

SIOP Lesson Plan 4

Date: December 9, 2009 Grade: 1<sup>st</sup> Class/Subject: Reading Unit/Theme: In the Ocean

Content Objective(s):

1. SWBAT read to find information.

Language Objective(s):

1. SWBAT say a fact they know about fish.

Key Vocabulary

aire, entre, otros, cuantos, & crees

Supplementary Materials

book: Debajo del Mar by Jane Word, KWL

chart

SIOP Features

Preparation

Scaffolding

Grouping Options

Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent
Integration of Processes	Application	Assessment
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Lesson Sequence:

1. Review objectives with students. Have students read objectives aloud.
2. Read aloud the author and title to students.
3. Have students think, pair, and share what they think the story will be about.
4. Read aloud with students words to remember. Read sentences and have students point to the vocabulary words in the sentence.
5. Make a KWL chart with students about what they know about fish.
6. Read aloud title and author again. Then have students think, pair, and share "What life is like under the sea?"
7. Look at pgs. 138-139 discuss picture. Read sentences. Have students think pair share with a

partner "What special equipment does a diver use? Why does he put on special gear? What will the diver see at the bottom of the ocean?"

8. Look at pgs. 140-141. Have student think pair share with a partner "Where is the diver?" Read sentences. Have students think pair share with a partner "what does the diver see?" "What do you think helps fish swim?"

9. Read pgs. 142-143. Have students think pair share with a partner "what helps fish swim?" Reread sentence.

10. Look at pgs. 144-145 discuss picture. Have students think pair share "What do fish eat?" Read sentences. Have students think pair share "What do fish eat?" Reread sentence. Have students think pair share with a partner "Would you like to be a big fish or a little fish? Why?" "How do small fish get away from big fish?"

11. Look at pgs. 146-147. Have student think pair share with a partner "How many fish do you see? Read sentences. Have student think pair share with a partner "How do small fish get away from big fish?" "Why is it hard to see the fish?"

12. Look at pgs. 148-149. Have students think pair share with a partner "What do you see?" Read sentences. Have students think pair share with a partner "What are these pages about?" "Do you think the fish with big teeth are mad? Why?" "Which is your favorite fish? Why?"

13. Read pgs.150-151. Have students think pair share with a partner "What happens to the small fish when it puffs up?" "How do you know?"

14. Look at pgs. 152-153. Have student think pair share with a partner "How does the fish help

the diver?" Read sentences. Have student think pair share with a partner "How does the fish help the diver?" "What is your favorite part of the story? Why?" "What did the diver do in this story?" "What do the fish do?" "Why do some fish hide?" "What fish is the most interesting? Why?"

15. Review KWL chart and add to it.
16. Review words to remember with students.
17. Review objectives with students to make sure they were met.

Reflections:

Students love learning about fish and diving in the ocean.

#### Description of Environment

The Wapatus School District is an agricultural community in Central Washington with a high Migrant (26.3 %), transitional bilingual (58.1%), and Hispanic (93.5%) population. More than 60 % of students enrolled qualified for free or reduced lunch rate (OSPI, 2009). The researcher derived from the statistics shown in table 2 and table 3 that the community was low income and struggled with language issues, migrant work issues, and related economic factors.

Table 2: Characteristics of Treatment Group

Student Number	Enrolled in Migrant Program	Enrolled in Free/Reduced Lunch Program	Enrolled in Bilingual Program	August 2009 Words per Minute
2	X	X	X	26
6		X	X	28
7	X	X	X	32
12	X	X	X	30
14	X	X	X	21
15	X	X	X	25
16		X	X	24
17		X	X	22
19	X	X	X	14
21	X	X	X	19
27		X	X	13
28	X	X	X	18
29	X	X	X	12
33		X	X	9
34	X	X	X	10

35		X	X	0
37	X	X	X	0
44	X	X	X	0
39	X	X	X	0
41		X	X	0
	Total : 13	Total: 20	Total: 20	

Table 3: Characteristics of Control Group

Student Number	Enrolled in Migrant Program	Enrolled in Free/ Reduced Lunch Program	Enrolled in Bilingual Program	August 2009 Words per Minute
4	X	X	X	30
23	X	X	X	27
24	X	X	X	26
25		X	X	26
26	X	X	X	22
30		X	X	21
31	X	X	X	25
32	X	X	X	20
38		X	X	19
42	X	X	X	17
43	X	X	X	13
1	X	X	X	11
3		X	X	10
5		X	X	9
8	X	X	X	15
10		X	X	12



9	X	X	X	0
13		X	X	0
20	X	X	X	0
18	X	X	X	0
22		X	X	0
	Total : 13	Total: 21	Total: 21	

Participating students received a reading lesson of Hardcort Spanish Trofeos for thirty minutes a day. Students in the experimental group were taught through the use of the SIOP model. Students in the control group were not taught using methods from the SIOP model. The teaching of the Hardcort Spanish Trofeos program was done in two first grade Spanish bilingual classrooms at the Marlow School District. Students are both male and female, between the ages of six and eight. Following district procedures, students were randomly placed into two bilingual Spanish classrooms according to their academic and language levels. Students academics are based off of Indicadores Dinamicos del Exito en la Lectura (IDEL) assessment scores and math assessments from the Bridges curriculum. Furthermore, students are placed according to their scores from the Washington Language Proficiency Test (WPLT) and Kindergarten language assessments. Students are evenly placed in each classroom according to skill levels. Each classroom has an even amount of students who have been placed into categories of high, medium, and low academic and language skills. The materials used were: Hardcort Spanish Trofeos curriculum, the SIOP model, lesson plans, realia, books, pictures, songs, and chants.

The treatment group was comprised of students enrolled in the researcher's first grade bilingual Spanish class during the 2009-2010 school year. This group of students received a Hardcort Spanish Trofeos reading lesson using methods of the SIOP model in the morning for a half hour.

The control group was comprised of students enrolled in another first grade bilingual Spanish classroom by a qualified teacher during the 2009-2010 school year. This group of students received a Hardcort Spanish Trofeos reading lesson in the morning for a half hour, without the use of the SIOP model.

#### Hypothesis

First grade bilingual Spanish students in treatment group who were taught using methods of the SIOP model will show an increase in Spanish vocabulary as measured by the TVIP.

#### Null Hypothesis

First grade bilingual Spanish students in the treatment group who were taught using methods of the SIOP model will show no increase in Spanish vocabulary as measured by the TVIP. Significance was determined for  $p \geq$  at .0001.

#### Results of the Study

A two-tailed t-test was calculated to determine the levels of significance between the control and experimental groups. Table 4 represents the results of the t-tests for the treatment group and control group. The number of participants in the treatment group is 20. The number of participants in the control group is 21. The mean score of the treatment group is 22.05. The mean of the control group is 5.24. The standard deviation of the treatment group is 10.80. The standard deviation of the control group is 8.75. The SEM of the treatment group is 2.42. The SEM of the control group is 1.91.

Table 4 represents the mean of treatment group minus control group of 16.81, with a 95% confidence interval of difference from 10.62 to 23.01. t equals 5.4898 with a df of 39, and a standard error of difference equaling 3.062.

Figure 1 demonstrates the difference of the pre and post test of students in the treatment and Figure 2 demonstrates the difference of the pre and post test of students in the control group. By comparing Figure 1 and Figure 2, it is shown that students in the treatment group scored significantly higher on their post test than students in the control group.

Table 4: Results of t- test Comparing the Treatment and Control Group

		Treatment Group	Control Group			
N		20	21			
Mean		22.05	5.24			
Standard Deviation		10.80	8.75			
SEM		2.42	1.91			
T	df	Significance (2 tailed)	Mean Difference	Std. Error of Difference	95% Confidence Interval	
5.4898	39	>.001	16.81	3.062	10.62 -23.01	

Accordingly, the levels of significance indicate the hypothesis was accepted and the null hypothesis was not supported.

Figure 1: TVIP Pre and Post-Test Treatment Group

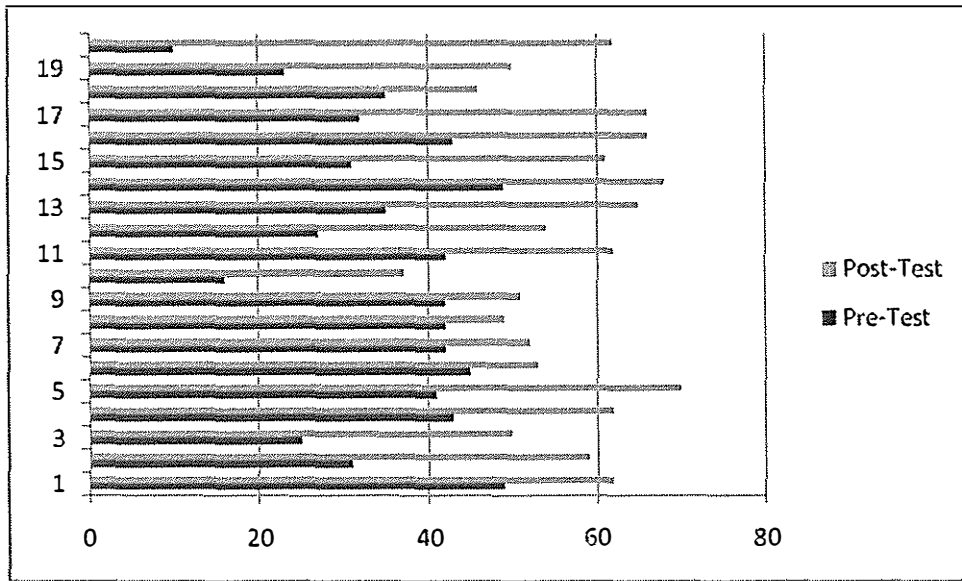
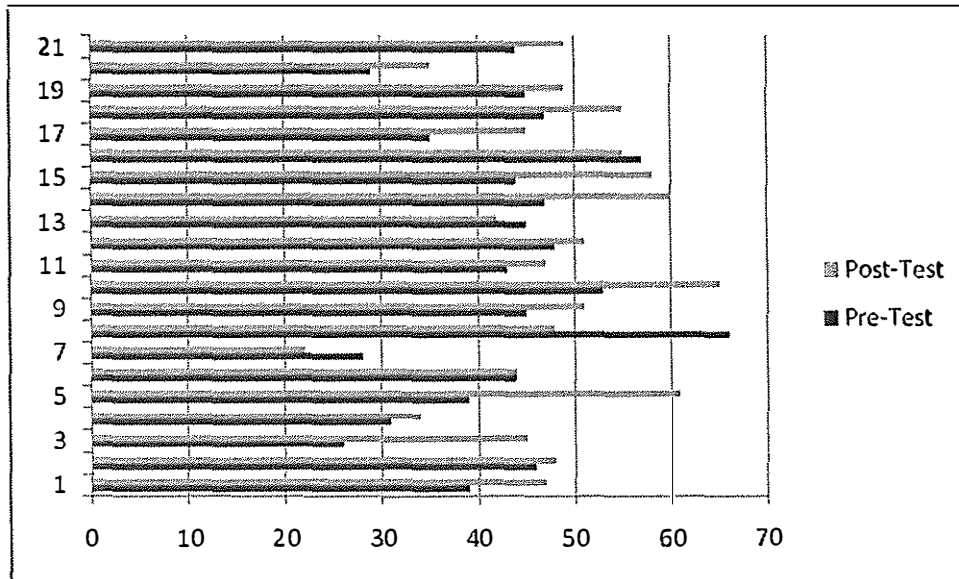


Figure 2: TVIP Pre and Post-Test Control Group



## Findings

Data obtained and analyzed for this study was used to compare TVIP scores of students in the treatment group who received Spanish reading instruction using Hardcort Spanish Trofeos curriculum and methods of the SIOP model and students in the control group who received Spanish reading instruction using the Hardcort Spanish Trofeos curriculum using no methods of the SIOP model. Through statistical analysis, the determination was made that there was a significant difference in the scores between the two classrooms of students.

Since significant data was found to support the hypothesis, the writer concluded that the student's Spanish vocabulary in the treatment group was impacted by the use of the SIOP model.

## Summary

Chapter four included the description of the environment, the hypothesis and null hypothesis, results of the study, findings, and a summary. The fundamental research question on which the study was focused was answered in a positive. The research indicated in the treatment group shows that the use of the SIOP model impacted student's Spanish vocabulary. During evaluation of the findings, it was determined by the researcher that the hypothesis was supported and the null hypothesis was accepted. This was shown through Table 4 and Table 5.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this project was to determine if the use of the Sheltered Instruction Observation Protocol (SIOP) model would impact native Spanish speaking first grade student's Spanish vocabulary. To accomplish this purpose, a review of selected literature was accomplished. Additionally, essential data was obtained and analyzed from which related generalizations, conclusions, and recommendations were formed.

#### Discussion

The increasing amount of Hispanic students in the Marlow School District has changed the way teachers instruct their students. Teachers who instruct classes in the English language are now required to use the SIOP model in their daily lessons to help these students gain academic content knowledge and English language vocabulary and skills that are needed for success in school. This project was developed to illustrate the use of the SIOP model can also be used in a bilingual Spanish classroom and will impact student's native Spanish vocabulary.

Results of the project indicate the use of the SIOP model will impact student's native Spanish vocabulary. Students in treatment group gained a mean of 22.05 words compared to students in the control group with a mean of 5.24. A two-tailed t-test was calculated and the level of significance was found to indicate the hypothesis was true.

The use of the SIOP model will impact student's native Spanish vocabulary by giving students a purpose for learning by using objectives and helping students organize their new knowledge with previous experiences by the use of discussions and the building of concept maps. Additionally, students gain more vocabulary because they are taught strategies and given time to practice and review new vocabulary and skills by interacting with other students and the teacher. The SIOP model should be used in every lesson to help improve students understand of concepts and vocabulary that were taught.

### Conclusions

From the review of related literature in Chapter two and from the analysis of data in Chapter four, the following conclusions were reached:

Teachers can strengthen their lesson plans and delivery of lessons by the use of the SIOP model checklist. The use of the SIOP check list will help teachers plan objectives and activities to create meaningful experiences for their students.

The use of concept maps, picture, and realia with in a SIOP lesson help students organize and connect new vocabulary to prior knowledge.

Important aspects of vocabulary instruction and methods of the SIOP model involve using rich oral language, background building, meaningful activities, modeling, word learning strategies, and scaffolding students to become independent word learners.

Strategies of vocabulary instruction such as, predicting, read alouds, shared reading, word play, and games all allow students to become immersed in a rich array of language experiences.



The use of the SIOP model in a Reading lesson will positively impact student's vocabulary, by emphasizing words and giving students time to practice new vocabulary.

The use of the SIOP model can be used to strengthen student's native language as well as second language acquisition. Additionally, the use of the SIOP model can help students transfer information into a second language (Cummins, 1981).

#### Recommendations

Based on the conclusions cited above, it is recommended that the SIOP model can be used to build Spanish vocabulary and academic content for Spanish speaking students in a first grade bilingual Spanish classroom. The SIOP model can be used as a tool for teachers to prepare and plan lessons. The use of the SIOP model will help improve student's vocabulary. The SIOP model can be used to strength student's native language vocabulary and second language vocabulary.

To further explore potential benefits of the use of the SIOP model on student's Spanish vocabulary, a longitudinal study including a larger student population encompassing kindergarten through third grade is recommended.

Schools or school districts seeking research pertaining to the effectiveness of the SIOP model on student's Spanish vocabulary may wish to utilize information contained in this present study, or they may wish to undertake further research more suited to their unique needs.

## REFERENCES

- Abadiano, H. R., & Turner, J. (2002). Sheltered Instruction: An Empowerment Framework for English Language Learners. *The New English Reading Association Journal*, 38, 3, 50-55.
- Beck, I.L., McKeown, M. G., & Kucan, L. (2009). *Creating Robust Vocabulary*. New York, NY: The Guilford Press.
- Blachowicz, C.L.Z., & Fisher, P. (2000). *Teaching Vocabulary in All Classrooms* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Cummingham, A.E., & Standovich, K.E. (1997). Early Reading Acquisition and its Relationship to Reading Experience and Ability Ten Years Later. *Developmental Psychology*, 33, 6, 934-945.
- Cummins, J. (1981). The Role of Primary Language Development. In promoting educational success for language minority students. *Schooling for Language Minority Students: A Framework*. (p. 3-49). Los Angeles: California State University. National Evaluation, Dissemination and Assessment Center.
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters.
- Cummins, J. (1992). "Bilingual Education & English Immersion: The Ramirez Report in Theoretical Perspective". *Bilingual Research Journal*, 16, 91-104.
- Echevarria, J., & Graves, A. (1998). *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities* (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon.
- Echevarria, J., & Short, J.J. (1999). *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Research Collaboration and Professional Development*. Center for Research on Education, Diversity and Excellence.
- Echevarria, J., & Short, J. J. (2000). *Using Multiple Perspectives in Observations of Diverse Classrooms: The Sheltered Instruction Observation Protocol (SIOP)*. New Orleans, LA: Paper presented at the Annual Meeting of the American Educational

Research Association.

- Echevarria, J., Powers, K., & Short, D. (2006). School Reform and Standards-Based Education: A model for English Language Learners. *The Journal of Educational Research*, 99, 4, 195-210.
- Echevarria, J., Short, D.J., & Vogt, M. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model (3<sup>rd</sup> ed.)*. Boston, MA: Allyn and Bacon.
- Farstrup, A., E., & Samuels, J.E. (2008). *What Research Has to Say About Vocabulary Instruction*. Newark, DE: International Reading Association.
- Fisher, D., Frey, N., & Lapp, D. (2009). *In a Reading State of Mind: Brain Research, Teacher Modeling, and Comprehension Instruction*. Newark, DE: International Reading Association.
- Flood, J., Lapp, D., Squire, J.R., & Jensen, J.M. (2003). *Handbook of Research on Teaching the English Language Arts (2<sup>nd</sup> ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Freeman, D., & Freeman, Y. (1988). *Sheltered English Instruction*. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics.
- Graves, M.F. (2006). *The Vocabulary Book: Learning and Instruction*. New York, NY: Teacher College Press.
- Griego, T.J., & Fuller, M.L. (2003). *Teaching Hispanic Children*. Boston, MA: Allyn and Bacon.
- Hiebert, E.H., & Kamil, M.L. (2009). *Teaching and Learning Vocabulary: Bringing Scientific Research into Practice*. Manwah, NJ: Erlbaum.
- Krashen, S.D., & Terrel, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford Press: Pergamon.
- Krashen, S.D. (1996). *Under Attack: The Case Against bilingual Education*. Culver City, CA: Language Education Associates.
- Krashen, S.D. (1997). *Why Bilingual Education*. Charleston, WV: ERIC Clearinghouse

on Rural Education and Small Schools.

McKeown, M.G., & Curtis, M.E. (1987). *The Nature of Vocabulary Acquisition*. Hillsdale, NJ: Erlbaum.

National Clearing House for English Language Acquisition, 2004-2006 Bicentennial Report: <http://www.ncela.gwu.edu/>.

O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.

Washington State Office of Superintendent of Public Instruction. [www.k12.wa.us](http://www.k12.wa.us).

Piaget, J. (1969). *The Psychology of a Child*. New York, NY: Basic Books.

Smith, F. (2004). *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read* (6<sup>th</sup> ed.). Mahwah, NJ: L. Erlbaum Associates.

Snow, C.E., Burns, S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington D.C.: National Academies Press.

Thomas, W.P., & Collier, V.P. (1997). "School Effectiveness for Language Minority Students". *National Clearinghouse for Bilingual Education*. Vol. 1, No. 9, December, 1997.

Vygotsky, L. (1978). *Mind in Society: The Development of Psychological Processes*. Cambridge, MA: Harvard University Press.