The SIOP MODEL CONTEXT AND ITS USAGE IN THE SUBJECT - SPECIFIC ENGLISH LESSONS

Rymma Maiboroda,
Lecturer of the Department of Germanic Philology,
Mykolaiv V.O.Sukhomlynsky National University, Ukraine
e-mail: rimma.mayboroda@gmail.com
ORCID ID: 0000-0002-7490-8471

Abstract—**The article deals with the problem of the SIOP Model context and its usage in the subject-specific English lessons. The aim of the article is to analyze the SIOP model context, to study its effectiveness in the subject-specific English lessons and to find out its benefits or drawbacks in teaching academic content to English language learners. The author underlines that the SIOP Model prepares teachers to intentionally structure their lesson plans in ways giving ELLs access to content material while at the same time developing their English proficiency. The SIOP model includes features which specifically address each of the following strategies: a variety of questions or tasks that promote higher-order thinking skills, building background, grouping configurations, interaction, hands-on materials and/or manipulatives provided for students to practice using new content knowledge, and scaffolding techniques. The use of this technique provides a special emotional atmosphere of cooperation in the classroom, which helps non-native students to improve their level of English language proficiency and at the same time assimilate the subject material in accordance with their age requirements.**

Keywords—SIOP Model, English level proficiency, hidden language tips, professional development, interaction

Statement of the research problem. Education is the main institute that can form adequate attitude towards global processes. Within this institute, differentiation and integration of its elements contribute to efficiency and modernization together with preservation of the best traditions for the modern-day education.

To become a human, to be safe, learn how to speak and to acquire all the other necessary skills and know-hows to satisfy one's needs, one must interact with others and be a member of conventional relationships. Social integration implies some agreement which would have been impossible without the ability to speak the same language, to understand the other party.

The analysis of scientific and pedagogical sources shows that the unification of European countries, the creation of a common market, consolidation and internationalization of industrial enterprises, mobility and multilingualism in Europe led to a sharp increase in interest in learning foreign languages as a tool for communication and interaction within the European Union. Modern youth is oriented towards life in an open, globalized and mobile socio-political space, which strengthens the understanding of the importance of learning foreign languages, practical mastery of them, substantiates the growing need to educate young people in the understanding of unity, openness to the world, tolerance, interest in the language and culture of other peoples, and respect them. The need to understand other cultures and languages is defined as one of the urgent tasks, the solution of which should be joined by higher educational institutions.

On the one hand, mastering a foreign language is seen as a tool - the ability to convey thoughts and information. On the other hand, language is an important element of a person's intellectual development, his perception of the surrounding world and self-expression, a component of his professional competence, as the basis of "translingual" and "transcultural" competence, since language is a multifunctional phenomenon that connects people to each other, with society, with national culture.

It is well-known that learning a foreign language largely depends on the level of teacher training, the teacher's competence and the desire to use positive experience of foreign language teachers and lecturers. Ukraine is adapting to European life and implementing the Bologna ideas, but at the theoretical and practical levels, educational transformation processes are impossible without the study and analysis of the Western professional experience of the foreign language teachers training.

The common goal of all higher pedagogical educational institutions in Ukraine is training a new type of a teacher who is able to perform his professional responsibilities in the mobile, democratic and humanistic pedagogical system. The content of professional training of English teachers is reflected in curricula and plans that cause significant interest in their analysis.

Analysis of the research on this problem. Leading contemporary linguists such as Genesee (1999), Echevarria, Vogt, Short (2012), Krashen (2013) and others argue that among the various effective methods of teaching English to foreigners, we can single out the so-called "sheltered instruction", which is appropriate to translate as "hidden language tips" during a subject lesson. The idea of using language cues is to help and encourage learners to master the subject content with simultaneous increase in the level of proficiency of the English language. The technique belongs to those innovative approaches that are actively used in the USA, in schools with a multinational student community when English is not native to most students. The SIOP model is a comprehensive, coherent, research-validated, success-proven model for improving teaching effectiveness and ensuring academic gains for students.

The term "hidden language tips" first appeared in the 1970s and has since evolved into an innovative and effective teaching method. To this day in the linguistic environment there is no single definition for the concept of "hidden language tips", despite that a number of leading linguists have tried do it (Genesee, 1999; Harper and de Jong, 2004; Saunders and Goldenberg, 2010). The term "hidden language tips" in subject teaching is also used by Krashen, in his work "Teaching a foreign language" (Second Language Acquisition) (2013), where the scholar argues that if subject teaching content in a non-native language is understandable to the student, then this type of teaching is simultaneously considered teaching a foreign language. With the help of the technique of "hidden language tips" the teacher tries to convey the sense of the subject material, but not the language material itself, however, as a result of using this technique, both the subject content and the language aspects are studied (Krashen, 2013:8).

Echevarria, Vogt and Short (Echevarria, Vogt and Short (2012)) speak of "hidden language tips" as methodology that involves the use of such strategies and techniques during the lesson that allow a teacher to present a subject content that meets age requirements in the form, accessible and understandable to those students for whom English is not native. When teachers set themselves the task of presenting subject material to children in the most understandable and in an accessible form, and at the same time do not simplify the language style and terminology, we can say on the use of "hidden language tips" during a subject lesson (Echevarria, Vogt and Short, 2012:77).

The majority of teachers are not prepared to meet the instructional needs of students learning English as a second language. I have narrowed my focus to a specific method referred to as Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model for ELLs that has been in use since 2003 and is the product of studies conducted by Echevarria, Vogt, and Short. There is no secret that

The Center for Applied Linguistics (2016) was created in the USA that offered and offers teacher professional development workshops available to school districts located in all 50 states that focused and focus on how to effectively implement the SIOP instructional model. The importance of studying an instructional model which is so widely used and invested in, is to interpret whether it is a successful model or merely a popular one.

The objective of sheltered instruction is two-fold: to make grade-level content accessible, and to develop English language proficiency (Echevarria, Vogt, & Short, 2017). To do so, SIOP employs an observation protocol for both lesson plan design and execution, as well as for rating the fidelity of lesson delivery against the model (Echevarria, Vogt, & Short, 2017). The goal of conducting a content analysis is to identify possible strengths and weaknesses to using the SIOP model for ELL academic language instruction, as well as identify any biases which may exist in the literature or the instructional model.

The methods of the research are the following**:**

- *theoretical* – the study, analysis and synthesis of linguistic, pedagogical and linguodidactical sources on the researched problem; the methods of comparative analysis, synthesis, abstraction, generalization, classification and systematization, forecasting, design to clarify the state of research and development of the problem, definition of fundamental concepts, theoretical and methodological principles of intelligence, which became the basis of the methodological system of the foreign language education in Ukrainian higher educational establishments;

- *empirical* - conversations with students and teachers; questionnaires and testing; observation of the educational process, the analysis of curricula and work plans and programs, educational and methodological complexes to clarify the need for experimental research and to create a methodological system for the foreign language education in Ukrainian higher educational establishments;

- *statistical* – the analysis of the studied data, their comparative characteristics; determining the foreign language education in Ukrainian higher educational establishments.

The methodology for the given study was a combination of qualitative analysis tools, consisting of interviews with teachers followed by a review of their lessons. A combination of research tools is used to ensure the objectivity of the study.

The interview is based on a questionnaire designed to find out whether teachers were familiar with the method of "hidden language tips" in general, and whether they used any techniques related to it in their lessons. In order to ensure objectivity and validation of the data obtained from the interviews, a review of the lessons should also be carried out. A

review of the lessons helped to confirm that teachers' ideas about the methods used in the lessons were really translated into practice in their daily practice activities. The review of the lesson is carried out according to a structured review schedule developed from those components of the "hidden language hints" that the teachers had mentioned in the interview.

The aim of the article is to analyze the SIOP model context, to study its effectiveness in the subject-specific English lessons and to find out its benefits or drawbacks in teaching academic content to English language learners.

Problem Statement. What are the potential benefits or drawbacks to using the SIOP Model to teach academic content to English Language Learners?

The Sheltered Instruction Observation Protocol was developed as the means to measure the effectiveness of the lesson from the teachers' point of view (Short, 2011:364) which consists of thirty points, combined into eight components, among which are preparation for the lesson, already existing knowledge, new material presented to students, strategies for interacting with them, and so on (Echevarria, Vogt and Short, 2012). As a rule, teachers who use the protocol in their practice are very attentive to the needs and learning style of their students, to their cultural and national traditions and behavioral characteristics, which in itself is very close to the popular and widespread technique of "scaffolding", the founder of which is the famous psychologist L. Vygotsky. Such teachers try to create a comfortable, cozy environment in the classroom, with special attention to those students who require additional adjustment in order to speak a foreign language. The teacher using the protocol should be non-biased, take into account the cultural and psychological characteristics of students and have experience in scaffolding (Echevarria, Vogt and Short, 2012:19).

A range of recent research findings have demonstrated that the English language learners who are taught by the teachers using techniques from the hidden language protocol hints, showed higher performance in all subjects compared to children in regular classes (Echevarria, Richards-Tutor, Canges and Francis, 2011; Echevarria, Richards-Tutor, Chinn and Ratleff, 2011; Knoblock and Youngquist, 2016).

The SIOP model includes an observational tool used to measure the implementation of the model, and a manual which explains the 30 features of SIOP alongside examples of how to incorporate them into a lesson. Each feature is organized under one of the following 8 components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, and lesson delivery.

This model guides educators to bring together what to teach by providing a framework for how to teach it (Echevarría et al., 2017, p. 23).

The SIOP Model (Echevarría et al., 2017) prepares teachers to intentionally structure their lesson plans in ways giving ELLs access to content material while at the same time developing their English proficiency (Short, 2013). This process begins by educating teachers about the strategies SIOP evaluates (the 30 features), which are grouped into eight components. Lesson preparation is the first component featured in the SIOP Model and on the SIOP score sheet. These strategies are meant to set students and their teacher up for success: having clearly defined content and language objectives to be displayed and reviewed with the students; content concepts which are suitable for the age and educational background of students; using supportive teaching materials to make the lesson clear and more meaningful; adapting content to meet the proficiency level of each student; and incorporating meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking (Echevarría et al., 2017).

Components two through six on the SIOP score sheet focus on what happens during the lesson. The second component is building background. ELL's come from widely varied backgrounds and many experience disadvantages because of their previous schooling (Echevarría et al., 2017, p. 71). Strategies used in the SIOP Model to help close the gap between what students know and what they need to learn include: explicitly linking concepts to students' background experiences; explicitly linking past learning to new concepts; and emphasizing key vocabulary terms (Echevarría et al., 2017, pp. 303-304). Comprehensible input is the third component, which refers to physical and linguistic practices that make instructional delivery more understandable by students (McIntyre et al., 2010, p. 338). These strategies include speaking in a way which is appropriate for student's proficiency levels when conducting a lesson, clear explanations of academic tasks, and using multiple strategies to make concepts clear (Echevarría et al., 2017, p. 304). The fourth component of SIOP is strategies, meaning learning strategies for students. Teacher strategies for the fourth component are to provide many opportunities for students to use learning strategies, use scaffolding consistently throughout the lesson to assist and support student understanding, and use varied questions or activities to promote higher-order thinking skills (Echevarría et al., 2017, p. 305). Interaction is the fifth component of the model. This refers to student-to-teacher interaction as well as student-to-student interaction. The strategies for facilitating this include providing frequent opportunities for interaction and discussion, which encourage elaborated responses about lesson concepts; grouping students in ways which support language and content objectives of the lesson (whole group, small group, or

individual work depending on the goals); allowing students sufficient time to respond; and ample opportunities for students to clarify information in their first language (Echevarría et al., 2017, pp. 305-306). The sixth component of SIOP is practice and application, which includes the following strategies: providing hands-on materials and manipulatives for students to practice using new content knowledge; providing activities for students to apply content and language knowledge in the classroom; and providing activities which require students to use reading, writing, listening, and speaking skills (Echevarría et al., 2017, pp. 306-307).

The final two components of the SIOP Model focus on how well the lesson plan was presented by the teacher, and strategies for assessing student progress. Lesson delivery is the seventh component, which includes scoring on the following: content and language objectives were clearly supported by the lesson, there were high levels of student engagement, and the lesson was paced appropriately for the learners (Echevarría et al., 2017, p. 307). The eighth component, review and assessment, includes the following strategies: conducting a comprehensive review of key vocabulary and content concepts, providing students with regular feedback on their work and language use, and assessing student comprehension and learning of all lesson objectives (Echevarría et al., 2017, p. 308)

Recent studies have identified the integration of language, literacy, and content to be helpful for developing English Language Learners (ELL) literacy skills. Calderón, Slavin, and Sánchez (2011) state the ultimate goal for students who are learning English as a second language is to become proficient both in English and in core content; meaning ELLs have to learn English while at the same time mastering the grade level academic content required by state standards. However, despite the rising population of students learning English as a second language, educational establishments are not prepared to meet the needs of ELLs. The resulting achievement gap between the students with different level of English proficiency is sometimes enormous. In their review of prior research, Calderón et al. (2011) emphasize the importance of content vocabulary accompanied by explicit comprehension strategy instruction, discussion beyond the text to develop language comprehension skills, writing to strengthen knowledge of vocabulary, technology as a tool to support learning, and formative assessments to track progress and understand the needs of the learner. They suggest these strategies would accelerate the rate at which students learn English as a second language, therefore offering a more efficient way to teach English as a second language.

To gain a deeper understanding of language acquisition Dixon, et al. (2012) assessed research contributions on the subject of second language learners and teachers from the perspectives of foreign language educators, child language researchers, sociocultural researchers, and psycholinguists. Five questions frame their research to address: 1) what are the optimal conditions for second language acquisition; 2) characteristics of excellent or unsuccessful second language learners; 3) characteristics of excellent or unsuccessful second language teachers; 4) reasonable expectations for speed and accomplishment for second language learners of different ages; and, 5) if information generated by the four research perspectives has influenced the formulation of educational policies for second language learners (Dixon et al., 2012). Optimal conditions for second language acquisition include a strong literacy connection at home, frequent exposure to book reading, and the amount of time devoted to second language learning instruction, among others (Dixon et al., 2012). Characteristics of instructional models structured specifically for second language learners were found to influence outcomes of language acquisition as well. Individual learners' aptitudes for learning a second language as well as motivation to learn the language were the characteristics found to have the most significant relationship to second language acquisition outcomes for students (Dixon et al., 2012). Attributes of successful teachers include proficiency in the second language being taught to students, a desire to teach well, organized classroom instruction, and a certain degree of proficiency in students' first language. Although there are some emergent themes in successful teacher characteristics, Dixon et al. (2012) suggest more research should be done from a sociocultural perspective to provide a balance of viewpoints.

ESL strategies identified by the research studies, include questioning strategies, building background, opportunities for collaborative group work, use of manipulatives and realia, advanced organizers, and scaffolding. The SIOP model includes features which specifically address each of the following strategies: a variety of questions or tasks that promote higher-order thinking skills, building background, grouping configurations, interaction, hands-on materials and/or manipulatives provided for students to practice using new content knowledge, and scaffolding techniques.

Speaking about the efficiency in teaching English as a second language, the studied important strategied should be mentioned: content vocabulary, explicit comprehension strategy instruction, connecting academic language to content, opportunities for speaking and writing, and technology as a support (Calderón et al., 2011). The SIOP model includes the following features which reflect the above mentioned strategies: key vocabulary emphasized, activities provided for students to apply content and language knowledge in the classroom, activities integrated all language skills, and supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals). Explicit comprehension

strategies are not a feature included in the SIOP model.

Data and results. If teachers use "hidden language tips" during content lessons, as a rule, they are trying to adjust to that level of the English language in which the students speak, but at the same time their task is to use speech patterns in accordance with their age requirements. In other words, the teacher must guarantee that the language used contains all the necessary terms and concepts included in the given course of the studied subject. The interview which the teachers, lectures from different educatonal istablishments have given answers the question how to succeed in this problem on practice.

1. The first question was about whether the teacher takes into account the

different level of language training of his students when explaining new content material. All the responances stated that it was a necessity. Here are some of their answers:

- "This is the most important thing to be taken into account, working in an

international school";

- "I constantly try to adapt to different levels of English language, because my

students speak nine different languages at home";

- "It seems to me, I always try to pay attention to it, but I realize that

sometimes I fail. If I am too involved in the topic, I try to speak too quickly, and children for whom English is a non-native language ask me to speak slowlier".

2. The second question was about what the concept of "hidden language hints" means, its essence and main characteristics. Most participants in the interview said that they have never heard or read about this concept. But some of them said the following:

- "I haven't heard about such a thing, but I guess that it helps children with a

language in the subject content, without openly paying attention to this help";

- "I don't know about such a technique, but I think that it helps students learn

English, but not at individual English lessons, but through other sciences context";

- "I am familiar with this technique and use some of its methods. The most

important thing is to take into consideration the level of students' language proficiency and their horizons, especially when introducing new vocabulary and terms. Group and pair work is also important when children can learn from each other, explaining

new words, terms and concepts. And the most necessary attribute of the lesson is the creation of a comfortable psychological environment of support in which it is allowed to make mistakes, without being ashamed and without causing classmates' ridicule and teacher's criticism".

3. The third question was about "hidden language tips" techniques, which respondents can use in their lessons. All respondents agreed that they try to work with different levels of language proficiency using the following techniques:

- preliminary input of the new vocabulary before the explanation of the material;

- presentation of phrases and grammatical constructions before the presentation of a new material;

- vocabulary bank placed on posters on visible places of the classroom (walls, blackboard, etc.);

- the use of synonyms and substitute words, translation, visual materials, flash cards, etc.;

- the usage of gestures, movements, body language, staging;

- the division of the lesson into segments for the purpose of the detailed explanation, practicing and revision of the new material;

- group or pair work with students with higher level of language proficiency or with native speakers, the usage of the strategy "peer discussion";

- multiple verbal and gestural tests of students' understanding of the material during the lesson;

- one-to-one conversation if necessary.

4. The fourth question was about the formulation of the language goals at the subject lesson. Most of the respondants answered that they usually do not determine the language tasks of the lesson, the main reason for this is lack of time.

These are the examples of some respondants' answeres:

- "I define at the lesson what I want my students learn about the language";

- "Immersion in an English-speaking environment will inevitably lead each child to his starting speaking English at the end of the course year This is something like learning by doing";

- "I think in advance of the situations that can potentially create a problem";

- "I always think about incorporating language training tasks into the lesson plan, but it all ends with the fact that I don't have enough time to do it".

5. The fifth question was about how teachers were convinced that the subject material was learned by students. All respondents said that it must be clarified with the help of different techniques in the whole class

or individually with the students who are likely to have problems with language understanding. The respondants answered in the following way:

- "I ask children for whom English is a non-native language to act out a situation or present the explained material in the form of a picture";

- "I ask children whose language level is still low to work with peers who can help them interpret the subject material in a more accessible form";

- "I'm just watching those children who turns to their neighbours or friends with the questions. For me, this is a signal that they don't understand something, then I continue to work individually with those who signaled in such a way that the material is not mastered";

- "I use the sign language that is universally accepted for use in our class during the lesson, and in this way I check understanding of the learning material for several times during the lesson".

6. The sixth question was about what methods and techniques are used by the teacher if the students have not understood or incorrectly understood the explained material. The answers contained the following:

- simplified vocabulary and reduced pace of speech, the use of visual and handout materials, the use of an alternative scenario, native language or translation;

- telling the same thing, but in other words and try to connect the situation with students'personal ideas and concepts;

- using the "ask a friend" strategy;

- writing the definition or task on the board or a flip chart and

asking the students to read and explain it in their own words.

7. Question number seven was about what techniques the teacher uses to stimulate students who are not native speakers to participate in answering the questions during the explanation of the material. 100% of respondents answered that motivation and stimulation are extremely important for every student in the class, and not only for those who studies English. The teachers have noted that a comfortable atmosphere in the classroom plays a decisive role in the successful assimilation of knowledge, increases the student's personal confidence in knowledge, instilling in him the thought of success in learning available to everyone.

At the same time, the methodology of "hidden language tips" suggests that the above-mentioned psychological features of the classroom environment are a mandatory requirement of the students' involvement in class work and leads to the subsequent successful mastering of the material. Some interviewees have also highlighted the following

techniques used by them to motivate and stimulate their students:

- "Demonstration of documentary facts indicating an increase in the volume and improvement of the quality of the students' personal knowledge over time. After some time, for example, at the end of the semester, I give them the same works which they had six months ago, and they are in person convinced of their own progress";

- "The creation of an internal culture, when it is considered normal not to know something and openly admit it, when it is possible to make mistakes, and no one criticizes or laughs at it, but it is prohibited not to ask and not to answer the questions";

- "Students are allowed to present their own thoughts, ideas and knowledge in any available way, playing out the situation as a theatrical performance, using gestures, facial expressions, language bodies, drawings and pictographs".

Methods and techniques mentioned by the interview participants testify that teachers use in their daily work "hidden language tips", since the methods mentioned by them have features that are characteristic of this phenomenon.

It is necessary for the objectivity of the research to use at least one more source of information that will help verify the data obtained as a result of the interview. Such an alternative source of information was the overview of the lessons, conducted by the interviewees. Armed with the review protocol, I have attended five lessons (one by each teacher). When the teacher used one of "the hidden hints" components at the lesson, it is indicated in the protocol in the corresponding column.

The review of the lessons gave the following results:

- all five teachers (100%) used the principle of preliminary presentation of the new vocabulary;

- two teachers (40%) used the vocabulary bank, either placed on posters around the perimeter of the classroom walls, or as individual handouts for individual students;

- two out of five teachers (40%) paid attention to the introduction of grammatical constructions and stable expressions before using them in the explanation of the material;

- four teachers (80%) used gestures and acted out skits during the presentation of the new content with the aim of conveying the new material to the students in a more accessible way;

- four out of five teachers (80%) used visual and handout materials;

- two teachers (40%) divided the lesson into smaller parts in order to work through the new material one more time;

- group and pair work was used by all five teachers (100%);

- all five teachers (100%) during the lesson tried to find out repeatedly either by means of sign language or verbally if the students have understood an explanation of the new material;

- four out of five teachers (80%) used the "one-to-one conversation" strategy with individual students to whom something from the explanation was not clear.

The analysis of the overview of the lessons clearly showed the use of "hidden language tips" by teachers during the presentation of the subject content, and clearly confirmed the results of the earlier interview. Below are the results of the review of the lessons (Table 1).

In order to present the data in a better way in a visual way, below there is a diagram, the above-mentioned data are presented in an alternative format.

Table 1

The protocol of the lesson review, testifying the use of "hidden language hints" techniques during the explanation of the subject content

Teacher	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Preliminary vocabulary input	+	+	+	+	+
Preliminary grammar and phrases input			+	+	
Vocabulary bank			+	+	
Usage of visual materials and handouts	+	+	+	+	
Usage of gestures and body language		+	+	+	+
Lesson division on the segments				+	+
Group and pair work	+	+	+	+	+
Checking of mastering the studied material	+	+	+	+	+
"One-to-one" conversation	+		+	+	+

Diagram 1

Techniques of "hidden language tips" used in the classroom
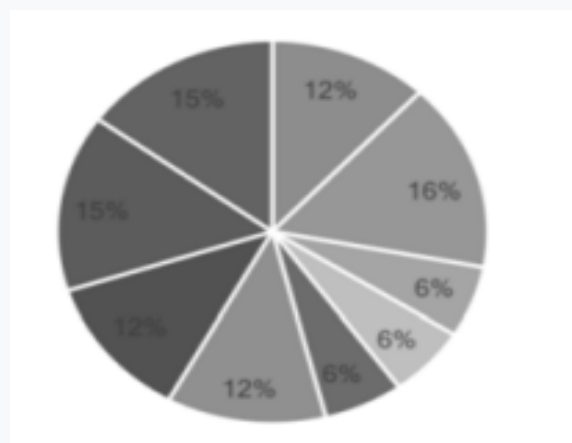
- "one-to-one" conversation - preliminary vocabulary input
- preliminary grammar and phrases input - vocabulary bank
- lesson division on the segments - usage of visual materials and handouts
- usage of gestures and body language - Group and pair work
- checking of mastering the studied material

Conclusions. The results of the study clearly indicate that the teachers who participated in the study actively use the techniques related to the method of "hidden language tips" during the explanation of the subject content, despite the fact that many of them did not hear and were not previously familiar with this concept and methodology. The use of this technique provides a special emotional atmosphere of cooperation in the classroom, which helps non-native students to improve their level of English language proficiency and at the same time assimilate the subject material

in accordance with their age requirements.

However, it should be noted that this study is not flawless. The value and importance of the study may be reduced due to the fact that only five teachers have taken part in the survey. Therefore, in the case of a new study on this topic, more participants should be involved to confirm the data. In addition, due to temporary restrictions only one lesson from each teacher was reviewed. It would be more valuable to observe the work of teachers over a longer period of time, and to review a number of lessons. This option certainly requires additional efforts and time, as well as the desire and ability of teachers to participate in the study.

The results and conclusions of the study are in line with the data of studies of modern linguists and educators who also dealt with the study of this phenomenon in recent years. Among them are works of Echevarria, Vogt and Short (Echevarria, Vogt and Short (2010); Short, Echevarria and Richards-Tutor (Short, Echevarria and Richards-Tutor) (2011); Eche varria, Richards-Tutor, Chinn and Ratleff (Echevarria,

Richards-Tutor, Chinn and Rayleff) (2011); Short, Fidelman and Longwit (Short, Fidelman and Longuit) (2012); Echevarria and Graves (Echevarria and Graves) (2014); Knoblock and Jungquist (Knoblock and Youngquist) (2016).

And in conclusion, it is worth adding that the topic of using the method of "hidden language tips" during the explanation of the subject content continues to be far unexplored and opens up new horizons for subsequent research by new generations of scientists and practitioners.

References:

Genesee, F. (1999). Program alternatives for linguistically diverse students. *Educational Practice Report #1. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence*.

Echevarria, J., Vogt, M., Short, D. (2012). *Making Content Comprehensible for English Learners: The SIOP Model (SIOP Series).* Pearson; 5th edition, 384 p.

Krashen, S. (2013). *Second Language Acquisition: Theory, Applications, And Some Conjectures.* Cambridge University Press.

Harper, C., & de Jong, E. (2004). Misconceptions about teaching English language learners. *Journal of Adolescent and Adult Literacy*, 48(2), 152–162.

Saunders, W., & Goldenberg, C. (2010). Research to guide English language development instruction. *In California Department of Education (Eds.) Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press.

Echevarria, J., Vogt, M., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model*. Pearson.

Short, D., Echevarria, J., & Richards-Tutor C. (2011) Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*. Vol. 15 (3) pp. 363-380. Available at: https://pdfs.semanticscholar.org/a124/6439f48770f4dc 2c 8f61da0fdd19c9b43e8d.pdf 26. Short, D., Fidelman, C., & Louguit, M. (2012) Developing academic language in English language learners through sheltered instruction. *TESOL Quarterly*, Vol. 46, (No. 2, June 2012, p. 334. Available from: http://newsmanager.commpartners.com/tesolc/downlo ads/TQ_vol46-2_shortfidelmanlouguit.pdf

Short, D. (2013). *Training and sustaining effective teachers of sheltered instruction. Theory into Practice*, 52(2), 118-127. doi: 10.1080/00405841.2013.770329

Echevarria, J., Richards-Tutor, C., Canges, R. & Francis, D. (2011). Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners. *Bilingual Research Journal*. V 34. N 3, p. 334-351.

Echevarria, J., Richards-Tutor, C., Chinn, V. & Ratleff, P. (2011) Did they get it? The role of fidelity in improving teaching for English learners. *Journal of Adolescent and Adult Literacy* 54(6) March 2011, *International Reading Association*, pp. 425-434. Available at: https://assets.pearsonschool.com/asset_mgr/current/2 0128/04-JAAL-54-6-Echevarria.pdf

Knoblock, N., Youngquist, J. (2016) Collegelevel Sheltered Instruction: Revisiting the Issue of Effectiveness. *Journal of the Scholarship of Teaching and Learning*, Vol. 16, No. 5, October 2016, pp. 49-69. Available at: https://files.eric.ed.gov/fulltext/EJ1118785.pdf

McIntyre, E., Kyle, E., Chen, C. T., Munoz, M., & Beldon, S. (2010). Teacher learning and ELL reading achievement in sheltered instruction classrooms: Linking professional development to student development. *Literacy Research and Instruction*, 49(4), 334-351. doi: 10.1080/19388070903229412

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21(1), 103-127.

Dixon, L. Q., Zhao, J., Shin, J. Y., Wu, S., Su, J. H., Burgess-Brigham, R., & Snow, C. (2012). What we know about second language acquisition: A synthesis from four perspectives. *Review of Educational Research*, 82(1), 5-60. doi: 10.3102/0034654311433587