

Sheltered instruction in teaching english language



**ASSIGN
BUSTER**

Sheltered instruction is a concept employed in teaching the English language, so that the learners can gain desirable traits in society. It is aimed at nurturing the learners develop fluency in language speaking, understand the various vocabularies in English within the context they've been applied and also gain academic skills in the long run.

Successive use of sheltered instruction is only possible when the teacher is well informed about the method. If the method is not well applied by the teacher it is not easy to evaluate, whether it is the teacher's failure to do so or the methodological weakness, Pre-service teachers are well equipped with the various methods of instruction aimed at preparing them to deliver in their service appropriately this concept.

The implementation of a sheltered instruction first begins with the way the teacher introduces his lesson in class; the teacher is required to introduce his or her lesson in a friendly manner that does not scare away the students from learning the subject. Through this, the teacher is able to evaluate the learner skills set.

The teacher should then relate the learner's past acquired skills to the recent ones that he or she intends to deliver to the learners. The teacher should also supplement the learners with reference sources, for example, textbooks and give them prepared notes on the same, teachers should also place emphasis on the various key concepts that would help the students attain sheltered instruction as they progress with their lesson.

Teachers can also use sheltered instruction in various program models, for example, team teaching, so that they can exploit the various concepts that

could help the learners acquire this instruction. A single class can also be specifically designed for sheltered instruction so that learners who find it difficult to acquire this can go for guidance during their free time, for example, the natives through this platform can acquire these skills.

The learners should be given adequate time by the teacher in answering questions. The teacher should be patient by increasing time for the learners to process the information before they answer. The teacher should also acknowledge the answer given by the student if it is right but not grammatically correct, since the learner will learn that later. The teacher should also be straight to the point so that the learners easily understand what he or she is talking about.

The sheltered instruction observation protocol was aimed at making the content material more comprehensive to learners taking the English language. Lesson preparation as a component feature in sheltered instruction is meant to help the teacher teach relevant information to the learners according to their age and capabilities; this also helps in planning on the resource materials to be used in teaching the lesson and also time to be taken in covering the content material (Batt, 2010).

Building background is also another strategy associated with sheltered instruction in which teachers should teach academic language and the vocabularies therein, the ideas taught by the teacher should be related to the students' personal experiences so that they can practically understand the point in question and easily draw conclusions.

Comprehensive input involves the teacher's use of a language that is well understood by the student. The teacher should try using a simpler language that most students are familiar with in presenting his lesson. The teacher should employ a variety of learning techniques in his or her lesson, for example, paraphrasing and repetition to emphasize key points. The teacher should not use body languages and jargon in his or her explanations (McIntyre et al, 2010).

Metacognitive, cognitive, and social effective strategies should also be employed by the teacher in class to ensure that learners retain the learned information. This helps the students in developing a self-evaluation habit and acquire desirable learning techniques . interaction is also crucial in this process, as it allows students to come up with their own ideas and discuss them appropriately. As a result of an interaction, students can express their emotions and their feelings even in their local languages, after which they are intellectually brought into meaning by the teacher.

Practice and application should also be met through student evaluation and encouraging the learners to apply the acquired skills in real life. This helps the learners stick with the ideas learned.(Short et al, 2012). Lesson delivery is also key to ensuring that the desirable techniques are used to ensure that the learners fully understand the learned ideas. Lastly, review and assessment informs of cats and end course evaluations are key in ensuring that the learnt ideas were kept in mind by the learners.

In conclusion, the purpose of English language standards is not only to improve the students' academic performance but also to meet the state's

needs and standards in national service at the end of the course. By meeting these standards the students are also able to understand other subjects better as they're able to internalize the points in question within their respective contexts.

References

- Batt, E. G. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. *Teaching and Teacher Education* , 26 (4), 997-1005.
- McIntyre, E., Kyle, D., Chen, C. T., Muñoz, 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.
- Short, D. J., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research* , 15 (3), 363-380.
- Short, D. J., Fidelman, C. G., & Louguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *Tesol Quarterly* , 46 (2), 334-361.