
Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education Second Year English Majors' Language Proficiency

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Abstract

This study aimed at using content-based sheltered instruction observation protocol (SIOP) for developing second year English Majors' language proficiency. The study was conducted in the second term of the academic year 2023-2024 during the "grammar and linguistics" course. The study adopted the pre-post quasi-experimental design. Two intact groups of thirty students each (control and experimental) enrolled in the 2nd year at Minia Faculty of Education participated in the study. The experimental group was trained using the SIOP model, while the control group was trained through the regular method of teaching. To achieve the objectives of this study, the instruments including a grammar test, a vocabulary test, and a reading comprehension test were administered. The training program consisted of seven sessions, two hours a week. Results showed a statistical improvement in the post-administration of the three tests favoring the experimental group. Recommendations and suggestions for further research were presented.

Keywords: sheltered instruction observation protocol (SIOP model), content-based instruction, reading comprehension

المستخلص

استخدام بروتوكول التعليم المحمي القائم على المحتوى لتنمية الكفاءة اللغوية لدى طلاب
الفرقة الثانية المتخصصين في اللغة الانجليزية بكلية التربية

هدفت الدراسة الي استخدام بروتوكول التعليم المحمي القائم على المحتوى لتنمية الكفاءة اللغوية لدى طلاب الفرقة الثانية المتخصصين في اللغة الانجليزية بكلية التربية. وقد تم تطبيق الدراسة في الفصل الدراسي الثاني للعام الجامعي ٢٠٢٣-٢٠٢٤ في مقرر القواعد النحوية والتدريبات اللغوية حيث تم استخدام التصميم شبه التجريبي والاختبار القبلي- بعدى. وتم اختيار ستون طالبا وطالبة من طلاب الفرقة الثانية المتخصصين في اللغة الانجليزية وهم يمثلون مجموعتين متكافئتين في كل منهما ثلاثون طالبا وطالبة. تم تدريب المجموعة التجريبية باستخدام بروتوكول مراقبة التعليم المحمي وتم تدريب المجموعة الضابطة باستخدام الطريقة المعتادة. ولتحقيق اهداف الدراسة تم تصميم اختبار في قواعد اللغة واختبار في المفردات اللغوية وثالث في الفهم القرائي. تم تدريب الطلاب في سبعة لقاءات في مقرر القواعد واللغويات بواقع ساعتين أسبوعيا. أوضحت النتائج ان المجموعة التجريبية تحسن ادائها في التطبيق البعدي للاختبارات الثلاث وقدمت الباحثة بعض التوصيات والاقتراحات لبحوث مستقبلية.

الكلمات المفتاحية: نموذج ملاحظة التعليم المحمي- التعليم القائم علي المحتوى - الفهم القرائي

Introduction

English language is now considered critical for providing the individual with knowledge, skills, and job opportunities. Learning the English language is seen as vital for it is the global language that keeps everyone in the globe connected. It has become the language of the internet and in business affairs and industries all over the world. Teaching English as a Foreign Language (TEFL) has become a rich and expanding area in the field of education. Accordingly, the investment in English language teaching is increasing as Ministries of Culture and Education, schools and universities search for maximizing the economic, social, and political returns of English language proficiency.

Teachers are the ultimate key to successful education and they play a vital role in improving it. The teachers' role leads to many enhancements in the quality of education. It is essential to make changes in the teaching methodology. English as a foreign language (EFL) teachers have to meet the standards of English as an international language (Kumaravadivelu, 2003). Teaching is the means to simplify learning. It is the process through which a learner interacts with a teacher to gain new skills, knowledge, and attitudes. There is a general agreement that the quality of teachers especially foreign language teachers is one of the most significant factors in the educational process that affects students' achievement. The educational reform and development movement has shifted its consideration to the teacher (Al-Mutawa, 2004 & Coulter, 2007).

Teaching English as a foreign language (TEFL) nowadays enforces continuous innovations in methodological contexts and resources. The insertion of content in the EFL classroom seems to be unescapable (Coyle, Hood, & Marsh, 2010; Tsai & Shang, 2010). Furthermore, the choice of content seems to play an important role when copying, adjusting, or manipulating materials to guarantee the successful teaching of content. The dynamics within education oblige teachers to seek more effective and successful strategies for teaching students who learn English as a foreign language (DelliCarpini & Gulla, 2016).

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Learning English as a foreign language is seen as vital for it is becoming the most important language that keeps everyone in the globe connected. However, there is still a misunderstanding about this learning process, and about the kinds of instruction students need to reach the desired level of English required for success in schools and universities. This may happen if learners are more involved in using English. Students can be fluent because they are well-trained to use the English language authentically in their classrooms and their real lives outside the classrooms (Crow, 2020).

Goodwin (2018) said that the great numbers of EFL learners in schools and universities require educators to know how to meet their linguistic needs, use acquisition language principles for working with EFL learners, and supplement good teaching strategies in their classes. Some negative factors affect student success in public schools such as 1) poor preparation of teachers, 2) poor teaching practices, and 3) unsuitable school environments. These complex factors influence the instruction and the success of the student's learning.

Gohar (2014) demonstrated that teachers have some roles inside the classroom. Among these are scheduling work, communicating goals, modifying the activities of the workplace, creating an enjoyable environment, educating new members in the workgroup, connecting work to students' real experiences, inspiring students, and evaluating their performance. Hassan (2014) assured that an active teacher should have a clear and specific structure of teaching and evaluation, data on subject matter, a rules system that allows students to attend to their personal and practical needs without having to check with the teacher, provide a safe classroom environment and give suitable feedback to students' performance and success.

English language learners (ELLs) at all levels achieve better in academic situations when the teacher offers direct instruction. One strategy a teacher can implement for direct instructions in the classroom is to have noticeable goals for the content and language objectives for each lesson. Content objectives are what the students are expected to know by the end of the lesson. Whereas language objectives are how (using particular language functions) students prove that they know the content (Echevarria et al., 2011).

According to Cervetti, Kulikowich, & Bravo (2015), many ELLs do not often achieve as well academically as native English-speaking peers. Hence, teachers need to use many strategies to support their students in bridging this gap. One common and well-recommended strategy is the ‘sheltered instruction observation protocol’ (SIOP) model, sometimes referred to as simply ‘Sheltered Instruction’ (SI). Cervetti et al. (2015) explained that the SIOP model “presents ELLs with the same instruction their native English-speaking peers receive, only with instructional strategies that make content more accessible” (p. 96).

Sheltered instruction observation protocol (SIOP) is an approach that meets English language learners’ needs to master the academic content material while they are acquiring advanced English language proficiency. Sheltered instruction (SI) provides a framework for making the academic content understandable to students and developing students’ academic English language skills through content instruction. The model includes features of effective teaching for all students (e.g., cooperative learning, reading comprehension strategies, differentiated instruction, and the integration of the four language modalities). However, it also contains features explicitly designed to reinforce the academic success of English language learners, in particular, e.g., the inclusion of language objectives in content lessons, the development and application of background knowledge, and the use of scaffolding and other instructional procedures to increase comprehension (Echevarria and Short, 2004).

According to Friend et al. (2009), students’ language learning is enhanced through social interaction and contextualized communication, which can be generated in all subject areas. Teachers lead students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction.

The basic stages to support English language learners’ academic success and English language acquisition are placed in sheltered instruction methodology. For ELLs, sheltered instruction is a kind of language instruction that also focuses on content-area teaching and learning. Sheltered instruction is particularly helpful to experts who

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

work with a variety of language backgrounds and proficiency levels, and must also provide content area instruction. This approach is particularly important when also bearing in mind the interventions for ELL students (Echevarria et al., 2011; Friend et al., 2009 & O’Neal et al., 2009). Sheltered instruction is suggested for any program where students are learning content through a nonnative language (Batt, 2010).

Elghotmy (2018) mentioned that Egypt has sought some language policies that require students to learn (EFL) using best practices and identifying a sheltered instruction (SI) model. Rance-Roney (2009) argued that it is essential that the curriculum includes both academic and social components, which is, in contrast to the language curriculum, given for native speakers. Hence, one approach for making content more understandable for language learners is sheltered instruction (Herrera & Murry, 2010). It provides teachers with a model for lesson planning. Besides, it gives EFL learners access to content by integrating language skills, and the curriculum is used to emphasize academic language proficiency besides the content.

Research on the strategies for improving teaching skills proved that sheltered instruction (SI) and the development of teaching skills should be the main solution to the challenges of working with EFL learners. SI is an instructional model that aids those learners to acquire the academic material by integrating strategies and models that support English language acquisition. Hansen-Thomas (2008) stated that SI aims to offer effective material that English native speakers are trained on. It mainly concentrates on supportive learning, academic vocabulary, students' background experience, and activities.

Molle (2013) indicated that sheltered instruction integrates the development of language skills with interesting inputs and content mastery. Therefore, it is necessary to use it to achieve both content and language objectives. To achieve this, the teacher has to use activities that stimulate students' thinking. Students can express their previous experiences after watching some videos related to the content of the lesson. The teacher can ask them to mention the main ideas of the lesson or summarize what they have understood using simple language.

Sheltered Instruction also allows students to use the language while they are learning the lesson and practicing class activities. There are four research-based models of sheltered instruction mentioned by Markos and Himmel (2016). These focus on language and content objectives, making content comprehensible and using alternative assessments that aim to measure content knowledge regardless of English proficiency. They also said that if SI is well implemented, the content and language objectives will become a guide for both students and teachers. This will allow students to take responsibility for their learning of content and language development.

Teachers with less teaching experience require a certain plan to be available. This will help them meet the learning needs of their students. Cartiera (2006) believed that many teachers lack the knowledge and understanding of what effective instruction for EFL learners is. Bouchard (2005) asserted that every teacher is a language teacher regardless of the content area. Also, every classroom offers many chances for learners to strengthen their language skills.

In this concern, Baik and Greig (2009) clarified the importance of using the sheltered instruction observation protocol (SIOP) model with undergraduate students. Using this model, they provided students with activities that helped them develop their English language. Baik and Greig's study (cited in Todd, Stinson, & Sivakumaran, 2011) pointed out that the SIOP model helped students develop their language skills. Besides, Curtin (2005) indicated that students confirmed that teachers supported them with step-by-step instruction based on the sheltered instruction observation protocol (SIOP) model. Consequently, this model is considered an evaluation tool for teachers.

Hansen-Thomas (2008) identified five criteria for SIOP. These criteria are implementing cooperative learning activities; emphasizing academic language and key content vocabulary; intelligent use of the English language learner's first language; the use of activities that include authentic materials, lectures, etc., and the use of learning processes directly and clearly. The components of the SIOP framework are comprised of thirty features that are grouped into eight interconnected components (Echevarria, Richards-Tutor, Chinn & Ratliff, 2004). These components are lesson preparation, building

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

To meet the needs of the EFL learners, the researcher of the present study used the sheltered instruction observation protocol (SIOP) model for its positive impact on improving the Faculty of Education English Majors' English language proficiency. Besides, the model is flexible and has many resources, supporting various content areas. It can be used with all proficiency levels to support teachers in language instruction, including lesson planning, instructional strategies, and assessments. Most studies on the SIOP model found that it had a positive effect on the achievement of English learners. They mentioned that the reliability of the model was important to improving student performance, for example, (Wong, Meadows, & Ober, 2020, Alnusayan & Al-Salouli, 2020; Hayden, 2019; Ebedy, 2019; Ingram, 2018; Rivera, 2019; Vidot, 2011; Watkins & Lindahl, 2010).

Theoretical background

Content-based instruction

The theory behind this study lies in content-based instruction (CBI). The students focus more on the subject matter than the language learning process. Supporting students' success by engaging them in challenging and informative activities helps them learn complex skills. According to the British Council (2023), content-based instruction has become more popular in developing linguistic ability.

The principles of CBI are based on the principles of communicative language teaching since they involve the active participation of students in the exchange of content. According to Richards and Rodgers (2001), CBI is based on two relevant principles: (1) People learn a foreign language when they use the language as a means of acquiring information, rather than as an end in itself, and (2) CBI better reflects learners' needs for learning a foreign language.

Brinton (2003) added other principles for CBI. These include:

- instructional decisions should be based on content rather than language criteria,
- advocating an integrated skills approach to language teaching,
- involving learners in all phases of the learning,
- choosing content for its relevance to students' lives, interests, and academic goals,
- using texts and tasks in CBI come from the real world.

Bringing and using authentic material in the class indeed modifies its original purpose, but it is also true that the use of authentic material promotes the learning of the culture of the target language and fosters the successful acquisition of the target language. Many techniques and activities are used in the CBI classroom. These techniques and activities are like those used in Communicative language teaching (CLT). They involve learners' active participation as a vital factor. They include pair and group work, information gap, jigsaw, graphic organizers, discussion and debate, role-plays, etc. Once students know they can use authentic materials, they will be more motivated and willing to continue their learning process outside the classroom. Finally, one can conclude that the focus of a CBI lesson is on the subject matter or the topic being studied.

Sheltered instruction and Content-Based Instruction

English Language Learners (ELLs) face a hard time in the classroom because of too many factors. Learning content in schools and colleges is tremendously difficult when someone does not speak the language. Some strategies can significantly help ELLs acquire content knowledge and increase understanding. One of these strategies is the Sheltered Instruction Observation Protocol (Short, Fidelman, & Louguit, 2012).

Sheltered content instruction is one of the CBI techniques that help learners understand the content. The fact that students are still learning the target language makes the teacher modify the lesson for students to grasp the material and the linguistic elements. The main content objective is that learners understand the subject matter, and the

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

chief language objective is that they improve their language skills (Richards & Rodgers, 2001).

Sheltered Instruction Observation Protocol (SIOP)

According to Short, Fidelman, & Louguit (2012), SIOP started as an observation tool so that researchers could measure the implementation of sheltered instruction practices. It was developed over seven years into a lesson planning and delivery approach. SIOP was established to provide teachers with a well-designed and practical model of sheltered instruction. This model helps to improve the academic performance of English language learners. With the wide range of student capabilities, sheltered instruction prompts the teachers with good practices that should be used in any classroom (Crawford, Schmeister, and Biggs, 2008).

According to Echevarria and Vogt (2010), sheltered instruction is a teaching method used for teaching content, and improving understanding of subject matter concepts. Various studies have shown that teachers need to be adequately trained and provided with a coherent method for delivering mainstream classroom ELS instruction (Fregeau & Leier, 2015; Song & Samimy, 2015). Echevarria & Short (2014) recognized SIOP to be more effective than a content-objective teaching strategy. The SIOP model is then a teaching approach that deals with the educational areas in general and the English language learners' performance in particular. It is a demanding educational source that offers instructors well-designed lesson plans and well-selected strategies and best practices in such a way as to help them prepare their learners for better academic achievement in terms of the learning of content knowledge and language skills (Echevarria, Vogt, and Short, 2004; 2017).

SIOP model emphasizes the use of different interactive strategies for deriving effective results. Alsalihi (2020) showed that the use of visuals, such as posters, helped improve students' interaction as well as vocabulary learning results. Ross & Ziemke's (2016) study showed that many teachers prefer to use the instructional model of language teaching (SIOP). This model encourages teachers' accountability and renewing their strategies for improving their

students' language development and literacy outcomes. Short (2013) argued that the use of coaching practices in the SIOP model implementation helps overcome difficulties related to its employment.

Echevarria and Short (2004) clarified that the SIOP model was established through a cyclic process, in which researchers and project teachers designed, used, analyzed, and redesigned features of the model. The model was developed originally as the SIOP, a research observation tool. It is a rubric that allows researchers to score teachers along a variety of performances for each feature, thus determining how well teachers were including the essential features of effective SI in their lessons. **Figure 1** below shows the construction of the model and its numerous applications. Teachers used the lesson planning guide to implement the model. Also, researchers used the protocol to measure the fidelity of the teachers' implementation of the SIOP model.

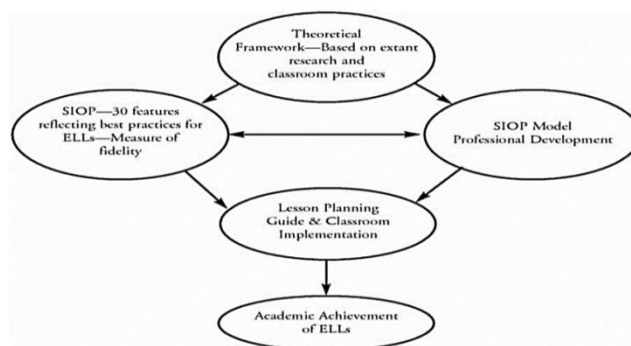


Figure1. SIOP Model for English-Language Learners (Echevarria, 2004)

Echevarría et al., 2017, “This model guides educators to bring together what to teach by providing a framework for how to teach it” (p. 23). It can organize methods and techniques of an instructional program, and ensure that effective practices are implemented and assessed. It facilitates reflection and self-evaluation about teaching (Echevarria, 2007 and 2008).

The SIOP Model is comprised of eight components. “These eight components are further broken out into 30 features of instruction” (Short, 2013, p. 120). These components and features were finalized in 2000 by Echevarría, Vogt, and Short, and they emphasize “the instructional practices that are critical for foreign

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

language learners as well as high-quality practices that benefit all students” (Echevarría, Vogt, & Short, 2017, p. 318). They also benefit teachers by improving their ways of teaching to ensure their learners’ accomplishments and successes, especially when the learned content is conducted in a language that these learners do not speak. The eight components of the SIOP Model are: **(1) Lesson Preparation, (2) Building Background, (3) Comprehensible Input, (4) Strategies, (5) Interaction, (6) Practice and Application, (7) Lesson Delivery, and (8) Review and Assessment** (Echevarría, Vogt, & Short, 2000). The model is designed as a framework that makes content subjects attainable and understandable to English language learners. (See Appendix 4)

Research shows that sheltered instruction and professional development should be seen as key strategies for addressing the challenges of working with ELL students. The professional development of teachers begins with their pre-service training in teacher preparation programs. As the number of learners increases, Faculties of Education are concerned with preparing teachers to effectively teach them. Al-Aloom (2019) found that when teachers participate and engage in professional development, their instructional practices improve. In many cases, the teachers are not being supported to meet the learning needs of students.

Buxton, Lee, and Santau (2008) pointed out that professional development focuses on single strategies and does not cover methods that promote classroom practices. It would benefit both students and teachers if the focus on professional development addressed the needs of language learners. Burstein, Shore, Sabatini, Moulder, Lentini, Biggers, and Holtzman (2014) observed a web-based teacher professional development application to improve teachers’ linguistic awareness and to support them in the development of language-based instruction. They found that in the area of language difficulties in the text, there was a significant change in the areas of knowledge of linguistic structures and the teacher’s ability to identify linguistic features. The study showed evidence that the teachers’ linguistic knowledge increased after receiving the teacher professional development course.

Burstein et al. (2014) also examined if the online teacher professional development course could be implemented in a school-based setting. The only difference is that the teachers were required to prepare an original unit of study using the program to be delivered to their perspective classes. The researchers found that teachers were able to learn from the training material.

Collinson & Ono (2001) focused on research that emphasized the needs of English language learners and the support of their teachers. Specifically, the literature review focused on language acquisition, instructional strategies, professional development of language teachers, and the SIOP Model linking it all together. The start and endpoint of the theoretical framework is professional development. For teachers to effectively teach their students, they need to have both an understanding of how language is acquired and the instructional strategies that support their learning.

When teachers have access to continuous learning opportunities and professional development resources, they are better equipped to become good teachers especially if their students have learning needs or are performing below or above grade level. Schwartz (2023) said that when professional development is done well, it offers an opportunity for teachers to promote their knowledge and skills, which can lead to better student outcomes. It is a way for teachers to collaborate with their colleagues and one avenue through which managers can support their teachers.

The SIOP model and English Language proficiency

The SIOP Model prepares teachers to purposefully structure their lesson plans in ways that give 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 assesses (the thirty features and the eight components). These strategies are meant to prepare students and their teachers for success. They include strategies such as (1) having defined content and language objectives to be shown and reviewed with the students; (2) content concepts that are suitable for the age and educational background of students; (3) using helpful teaching materials to make the lesson clear and more meaningful; (4) adjusting content to meet the

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

proficiency level of each student; and (5) including meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking (Echevarría et al., 2011).

The language skills include areas such as reading and writing. Educators often talk about reading in two ways: learning to read and reading to learn (of text). One of the main ways to make content comprehensible for English learners is understanding and analysis to connect the content to their prior knowledge and experience. Knowing students' backgrounds and first language proficiency is the first step in sheltering language skills. Research shows that students' language abilities in their first language support their acquisition of English language skills (Bialystok, 2002; & Grabe, 2010). The teacher can shelter instruction by using prior knowledge of students and by appreciating their first language abilities (Herrera, Perez, & Escamilla, 2010).

Grammar

Crystal (2004) mentioned that "Grammar is the structural foundation of the ability to express in language. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English."

Grammar is not just about avoiding mistakes. Understanding how grammar works is essential for all writers. Good grammar knowledge enables one to understand what makes a piece of writing successful so that it will attract the interest of the reader. It helps to craft words into coherent sentences and to form those sentences into paragraphs that convey meaning.

Larsen, H. S. (2023) mentioned that building up a credible professional and academic reputation is impossible without proper grammar in communication skills. The importance of grammar includes enhancing critical thinking skills, providing cultural understanding, and improving writing and communication abilities. Grammar includes the structure of words, phrases, clauses, sentences, and whole texts.

Vocabulary

Learners need good communication skills to work effectively with others through e-mail or by other means in their real lives. Knowing which words to use and when to use them is an important part of being a strong communicator. Having a large stock of vocabulary can help in choosing the right word or phrase needed for the situation, allowing one to easily convey his ideas, concerns, and decisions. A strong vocabulary can also increase one's confidence and ability to express oneself. When building vocabulary, it is important to incorporate both general terms and those related to one's specification (Sukirlan, Setiyadi, Hariri, & Sinaga, 2023)

Reading Comprehension

Educators argue about reading in two ways: learning to read and reading to learn (e.g., comprehension and analysis of text). One of the main ways to make content clear for learners is to connect the content to their prior knowledge and experience. Knowing students' backgrounds and first language proficiency is the first step in sheltering reading instruction. Research indicates that reading abilities in first language support learners' acquisition of reading skills in English (Bialystok, 2002; Liaw, 2009; and Grabe, 2010).

If an English learner can read in the L1, then this ability can be shifted to reading in English. The teacher can shelter instruction by using what a student already knows about reading and by valuing his first language abilities as an aid to the acquisition of reading skills in English (Herrera, Perez, & Escamilla, 2010). The Reading skills that commonly transfer from one language to the next include some elements. These elements include phonological awareness, print concepts, the knowledge that text is made up of, letters and words put together in a specific order, and understanding that language is made up of meaningful words and symbols (Herrera, Perez, & Escamilla, 2010, p. 33). Hence, once a student has learned to read in one language, that student does not need to be taught the mechanics of learning to read.

Torgesen et al., (2007) indicated that at the university level, reading is no longer taught as a content area but is used as a tool to

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

demonstrate mastery of all other content areas. The following are some basic skills required for efficient reading comprehension:

- identifying the meaning of words,
- drawing inferences from a passage about its contents,
- asking questions about the text,
- recalling prior knowledge connected to the text.,
- determining the writer's purpose, intent, and point of view,
- drawing inferences about the writer,
- finding the main idea, important facts, and supporting details,
- summarizing a text.,
- comparing and contrasting,
- concluding,
- relating background knowledge,
- distinguishing between fact and opinion.

Commentary

English language instruction in Egypt was ineffective in meeting the needs of EFL Learners. Today, students are exposed to the same curriculum standards and high means of assessments as natives. However, placement within classrooms creates barriers when teachers lack instructional strategies to support their learning of content and language development. To meet the increasing demands of EFL learners, instructors have to find an effective strategy to support teachers' delivery of instructional material that can meet the needs of EFL learners. In the current study, a sheltered instruction observation protocol model was suggested to develop second year English majors' language proficiency through learning content and language skills.

Related Studies

Driscoll (2011) examined if the language proficiency and literacy skills of low-income learners are increased through the use of sheltered instruction. The secondary school students come from different countries and cultures and have limited prior schooling. Through the use of sheltered instruction, the results showed that this

specialized pedagogy is needed to help increase students' English language and literacy development.

Todd, Stinson, and Sivakumaran, (2011) explained that sheltered instruction (SI) programs helped students increase their language skills. There was a positive relation between attendance and academic results, and the researchers assured the significance of early classification of low-level learners

Alhariree (2013) investigated the effectiveness of (SIOP) in developing reading and writing skills for EFL prep stage experimental language school Egyptian EFL students using SI. The experimental group received English critical reading and writing instruction using the (SI) strategy, while the control group received regular instruction. The results revealed that SI was effective in developing students' reading and writing skills.

Inceli (2015) investigated how teachers improve the student's language performance through using the SIOP model. A qualitative approach and an interview were used to know the perceptions of teachers about the SIOP model and to identify the problems in English proficiency. Ten English teachers participated in the study. The results showed that the factors of the SIOP model could guide the low-level students.

Ali (2016) investigated the effectiveness of a Program Based on (SIOP) in developing the teaching performance of teachers of English. The low teaching performance of teachers and their unawareness of the role of SIOP Model in improving their teaching performance was the main reason of conducting this study. The participants were 30 students of EFL General Diploma, Assiut University. The study used the one-group pre-post design. The instruments of the study included a SIOP Model observation sheet and a SIOP background achievement test. Results showed significantly better post-achievement gains

Alsairairah (2017) investigated the need for sheltered instruction and vocabulary learning strategies for language development. The paper reviews the reasons for students' lack of proficiency in English, and the methods used by international universities to retain international students. The importance of academic language and the strategies used to teach it has also been

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

reviewed. To conclude, this paper suggests the changes that could be implemented to improve the academic language and English language of EFL students.

Koura & Zahran (2017) studied the effect of SIOP on student teachers teaching skills and self-efficacy. SIOP model was very motivating for student teachers as it gave them chances to make decisions and be creative. Comparing the performance of the experimental group at the beginning of the program until its end revealed that there had been a gradual development in their teaching skills and self-efficacy. They focused on just teaching grammar and new vocabulary. The Sheltered instruction acted as a guiding framework for student teachers. The SIOP model used diagrams, pictures, videos, and computer-based material. These resources helped student teachers enrich and develop their teaching skills and self-efficacy

Elghotmy (2018) examined the effect of SI strategies on developing EFL first-year secondary-stage students' reading comprehension skills. Seventy students were divided into an experimental group (n=35) and a control group (n=35). The first group was trained using SI strategies to develop reading skills while the control group followed the regular reading instruction. The results showed that students of the experimental group outperformed those of the control group in their EFL reading comprehension skills test.

Ebedy (2018) aimed at developing reading comprehension skills using sheltered instruction observation protocol (SIOP) among 2nd-year English majors at the Faculty of Foreign Languages and Translation. The reading skills were identified through developing a checklist. A pre-post reading test was used. The participants (68), were divided into two equal groups. The experimental group received reading comprehension instruction using SIOP model, while the control group received regular training. The findings showed that the experimental group outperformed the control group in a reading skills test.

Rivera (2019) examined the impact of (SIOP) model on the achievement of English learners in reading, mathematics, and science as compared to learners who received regular instruction. The sample

consisted of 481 ELLs trained with SIOP and 321 ELLs trained with regular methods. The data analysis showed significant differences in achievement in reading, mathematics, and science for those who were trained with SIOP. These results emphasized that using the SIOP model could have a positive effect on closing the achievement gap between ELLs and non-ELLs.

A study by Boughoulid (2020) showed that SIOP is a reliable and adequate teaching method in terms of content and language proficiency. The use of wh-questions as key indicators to measure the learners' capacity to understand and respond correctly throughout the experiment showed the superiority of the ELLs in the SIOP classes in contrast to the learners in the mainstream classes. This superiority is evident, especially in terms of the high scores obtained in providing correct answers in a short duration of time.

Al Fadda (2020) investigated the (SIOP) Model using the descriptive study design, with a selected group of 300 male and female English language teachers. Educational qualification, career status, job experience, and training courses affected the application of the SIOP model in the classroom. Results also showed that technical, and financial capabilities and teachers' qualifications enabled the SIOP implementation in the Saudi classroom.

Chandler (2020) used the SIOP Model to support teachers in delivering subject-specific content and developing the language skills of learners. Research questions: What strategies, interventions, and/or protocols from the SIOP Model are being used by teachers? What barriers and obstacles have teachers faced with implementing the SIOP Model? What are the perspectives of teachers regarding support and training that would improve their use of the SIOP Model? The findings of the research indicated that teachers used different components of the SIOP Model. Reading scores showed that using the SIOP Model had a positive impact on student learning.

Alnusayan (2021) investigated the effectiveness of the (SIOP) model in improving the level of achievement of prep. school students. Participants (167) were divided into two experimental groups that were taught using the (SIOP) model and two control groups that were taught using the regular method. The results showed that there was a

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

statistically significant difference between the average score of the female students in the control groups and those in the experimental groups in the achievement test, in favor of the experimental group.

Abdelwahab (2021) investigated the effect of using the (SIOP) model on EFL student teachers' professional competence. Forty eight EFL third-year student teachers of Specific Education were chosen and divided into two equal groups: an experimental group (n=24) and a control one (n=24). a pre-post professional competence observation checklist was used to assess students' levels before and after treatment. Findings revealed that the experimental group outperformed the control one in overall professional competence.

Ali (2021) investigated the (SIOP) model with technology for developing secondary school EFL teachers' effective teaching skills and their students' English language achievement. The quasi-experimental design was used. It included an experimental and a control group. Materials consisted of the SIOP model enhanced with technology, Instruments consisted of an effective teaching observation sheet and language achievement test. Results revealed the effectiveness of the modified SIOP model enhanced with technology on both secondary school EFL teachers' effective teaching skills and students' language achievement.

Padget (2021) examined if there was a significant difference in reading achievement scores between English language learners (ELLs) who received the SIOP support and those who did not. The sample included 50 participants for the treatment group and 50 for the control. The findings showed a statistically significant difference for ELLs who received SIOP.

Ibrahim (2022) aimed at developing 2nd secondary graders' EFL Listening skills through sheltered instruction. The participants were 60 students divided equally into experimental and control groups. The first group was trained using a program based on sheltered instruction, while the control group received regular instruction during the first term of the school year (2020-2021). An EFL listening skills test was administered. The results revealed that using the sheltered instruction-based program helped in developing students' EFL listening skills.

Salem (2022) explored the impact of learning in a sheltered Internet environment, “WebQuest,” on improving the academic writing skills of non-native English speakers. and the impact of using sheltered online instruction on improving the soft skills of language learners. and on reducing the writing anxiety levels of writers. Three groups of learners were selected for the study. adopting three learning styles: sheltered online instruction, unsheltered online instruction, and sheltered offline instruction. Instruments used included a sample of the IELTS writing test, Brookings Soft Skills Rating Card, and Second Language Writing Anxiety Inventory. Results showed high gains of the Experimental group in their academic writing skills and the level of their soft skills. It is also revealed that learning in sheltered Internet environments represents an interesting as well as motivating learning experience.

Yanto (2022) employed the SIOP model to develop the content and language learning of pre-service English teachers which included lesson planning and preparation, building a backdrop, comprehensible input, strategies, interaction, practice/application, lesson delivery, and assessment. Seventy English students participated in this study. Data was gathered using students’ work artifacts: questionnaires, in-class discussion notes, and reflective journals The findings indicated that the SIOP model helps improve students' academic language.

Swiger & Tsai (2023) investigated sheltered-instruction trained teachers’ use of digital technology to teach content and language to native English speakers and English learners (ELs). Different models were used to examine the teachers’ skills, perceptions, and actions in using digital technology for classroom teaching and learning. Results indicated most teacher participants did not have a clear vision of technology integration. Most teacher participants falsely believed they were integrating technology when in fact they were only supplementing conventional instruction with technology by spending more time in making the instruction appear technologically functional. The teacher participants often used technology at the substitution level followed by the augmentation level, indicating that the teacher participants did not use the available technology tools to their full potential.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Seelinger (2023) examined how different stakeholders—administrators, educators, and students—perceive the goals of a 5th-grade English only and 6th-grade bilingual-supported SI classroom. Findings showed that the advantages of an SI classroom included the ability of the English for speakers of other languages (ESOL) teacher to support specific student needs, create a safe learning environment, and give students instruction. Disadvantages of a SI classroom included isolation, missed opportunities, lack of teacher collaboration, and timing. Assimilation goals were present in the SI classroom, particularly in the English-only class, because of the intensive focus on acquiring English for state tests and returning to the general education classroom. Yet, the multicultural goals of the SI classroom were also illuminated due to how teachers valued students' cultural backgrounds. The findings of this study can provide an opportunity to improve the SI program through a better understanding of the presence of multicultural and assimilation goals.

Jasie and Kurian (2024) conducted a study to enhance listening proficiency in English among students. The investigator developed an Instructional Strategy based on the SIOP Model to enhance the listening proficiency in English of students. The Experimental Method with the Pretest-Posttest Nonequivalent-Groups Design was used for the study. A Listening Proficiency Test was employed for gathering data. The findings of the study showed that the Instructional Strategy based on the SIOP Model is very effective in enhancing Listening Proficiency among Higher Secondary School Students.

Commentary

The purpose of the previously-mentioned literature review was to examine how sheltered instruction observation protocol SIOP can support EFL learners and demonstrate an understanding of FL development, language acquisition, basic skills, and professional development of teachers. The literature also supported the idea that English language learners benefit from different types of interventions. Research supports that there is a gap in the achievement of native and EFL English learners. This gap indicates that there is an urgent need to have new methods to teach English as a global language.

Many research works looked at teacher development in education, but very few with how the teachers' preparation programs are implemented. The present study was supposed to fill in this gap by looking at how to support student teachers in their instructional practices. This would help identify gaps in instructional strategies and improve professional development practices for educators.

Therefore, the present study attempted to measure the effectiveness of using the SIOP model for developing the Faculty of Education second year English majors' grammar, vocabulary, and reading comprehension. Besides, reviewing the literature on sheltered instruction and language skills, gave the researcher enough ideas to state the hypotheses of the study. It also revealed the importance of developing EFL students' language proficiency.

Context of the problem

Based on reviewing the literature and the personal observation of the researcher as a faculty member, the researcher could verify the current study problem. Second-year English majors at the Faculty of Education have low levels of basic language skills such as how to construct meaningful sentences, and how to choose the suitable vocabulary to form these sentences, besides their low level of reading comprehension. A random sample of students (n=20) was selected for that purpose. The pilot study revealed that students had low performance in the language tests. Moreover, the review of literature emphasized the importance of using (SIOP) as an independent variable for improving students' language skills (grammar, vocabulary, and reading comprehension). Such reasons highlighted the need for using the SIOP Model to develop students' EFL language proficiency.

Statement of the problem

Second year English majors, at the Faculty of Education, Minia University, lack language skills such as using grammar rules, choosing suitable vocabulary, and reading comprehension. Consequently, this has a negative impact on their language performance. The use of the SIOP Model was suggested to help students achieve higher levels where they are fully mainstreamed with natives and in their real-life situations.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Aims of the Study

This study aimed at:

using content-based sheltered instruction observation protocol (SIOP) for developing faculty of education second year English majors' language proficiency.

Hypotheses

The following hypotheses were tested:

1. There would be a statistically significant difference between the mean scores of the experimental group and those of the control group on the pre-post grammar test (favoring the experimental group).
2. There would be a statistically significant difference between the mean scores of the experimental group and those of the control group on the pre-post vocabulary test (favoring the experimental group).
3. There would be a statistically significant difference between the mean scores of the experimental group and those of the control group on the pre-post reading comprehension test (favoring the experimental group).

Significance

The importance of the current study emerged from the following points:

1. It tried to fill in the gap in the review of literature about studies dealing with sheltered instruction observation protocol to develop second year English majors' language proficiency.
 2. It offered a teacher's guide for presenting a program using the SIOP model.
 3. It tried to help students construct correct and meaningful sentences using suitable vocabulary.
 4. It presented stimulating and interesting activities that could strengthen students' language proficiency.
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5. It offered vocabulary, grammar, and reading comprehension tests.
6. It was expected to draw the attention of curriculum designers to the importance of using the SIOP Model and some different activities to enhance students' language proficiency levels.
7. It could acquaint language teachers with some sheltered strategies that could help them enhance their students' language skills.

Delimitations

The current study was delimited to:

1. Only 60 second year English majors at Minia Faculty of Education participated in the study (30 students in each group).
2. The study was conducted in the second term of the academic year 2023-2024 during the "grammar and linguistics" course.
3. The content of the program was confined to teaching grammar, vocabulary, and reading comprehension skills. (as described in their courses).
4. Grammar rules were restricted to teaching the main rules of grammar and phrasal verbs.

Definition of Terms

Sheltered Instruction (SI)

Freeman and Freeman (2005) defined sheltered instruction as an instructional approach that engages English language learners in developing grade-level, content-area knowledge, academic skills, and increased English proficiency according to Short, Vogt, & Echevarria, (2010), sheltered instruction is "an approach to teaching content in strategic ways that make the subject matter comprehensible while promoting students' English language development". Sheltered Instruction according to Molle (2013) combines the development of language skills with understandable, meaningful, and interesting inputs and content mastery.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Operationally defined Sheltered instruction is a student-centered instructional approach designed to foster language development (grammar, vocabulary, and reading comprehension).

Sheltered Instruction Observation Protocol (SIOP)

Echevarria et al., (2012) defined the SIOP model as a research-based method of instruction that addresses the academic needs of English language learners. Hill & Miller (2024) defined it as a research-based model of instruction used by mainstream teachers to improve the instruction of ELLs. It is a system of lesson planning and instruction that emphasizes both academic content and language acquisition objectives in the grade-level curriculum.

Operationally defined, SIOP is a content-based instructional approach that has thirty features grouped into eight components to help improve the academic language level of second year English majors at Minia Faculty of Education.

Content-based instruction (CBI)

Vinita & Ilankumaran (2024) defined content-based instruction as an approach that aids learners to absorb listening, speaking, reading, and writing skills and to utilize them in real-life activities. Content-Based Instruction is an incorporation of content learning with a focus on English verbal communication. The major endeavor of the CBI is to provide learners with a grasp of the grammatical systems that function in the language.

Operationally defined, content-based instruction (CBI) refers to an approach to English language teaching in which teaching is organized around the content or information that students will acquire, that will help them utilize the English language communicatively in their everyday life.

Reading Comprehension

Duke (2003) defined it as a process in which a reader makes meaning by interacting with the text through the combination of prior knowledge and information in the text. According to Snow (2002), it is the process of extracting and constructing meaning through interaction with written language.

Operationally defined it is the ability to interact with a text, understand it, and answer questions.

Method

Research design

The present study adopted the pre-post quasi-experimental design. Pre-posttests were used to assess the effect of using the SIOP model for developing second year English majors' grammar, vocabulary, and reading comprehension. These were integrated as they were not investigated as a whole in any of the studies that were previously mentioned.

Before starting the program, an orientation session was conducted where the participants were introduced to the SIOP model, its uses, and its effectiveness in improving language learning competence. The researcher also asked questions related to using the SIOP model during the English-language teaching methods course.

Participants

The participants were (60) second-year English majors from the Faculty of Education, Minia University during the second term of 2023 – 2024 academic year. They were divided into two intact groups of 30 students each. The experimental group was trained through a program based on SIOP model and the control group followed the regular method of teaching. The material was based on the topics of the (grammar and reading courses). The participants are supposed to develop their English language proficiency through the SIOP model. This will help them in both their upcoming academic years as prospective teachers and in their future careers as EFL teachers.

Pre-post tests were constructed and validated by seven TEFL jury members. They were conducted before the start of the program to ensure the equality of both groups. As a post-test, they were used to identify the effectiveness of using the SIOP model in developing grammar, vocabulary, and reading comprehension skills.

Duration

The training began in the second week of February 2024 and ended in the last week of April 2024 (second term of the academic year 2023-2024). All sessions were constructed according to the SIOP model.

Variables

Independent

Using sheltered instruction observation protocol (SIOP)

Dependent

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

1. Developing second year English majors' grammatical structures
2. Developing second year English majors' vocabulary knowledge.
3. Developing second year English majors' reading comprehension.

Instruments

1-A pre-post grammar test. (50 MCQ items)

2-A pre-post vocabulary test. (50 MCQ items)

3-A pre-post reading comprehension test, (40 MCQ items)

1. Grammar test

Objectives

1. To assess students' performance in grammar.
2. To ensure equality of the two groups before implementing the SIOP program.
3. To show the effect of the SIOP program on students' grammar performance

Construction

It is a 50-item test covering the main objectives. (See Appendix 1)

Item type: MCQ items.

Timing: 50 minutes.

Scoring: (50 marks) one point for each item.

Instructions:

They contain information about the purpose of the test, the time allowed to complete the test, and how to record the answers. An answer sheet was provided.

Validity: The validity was determined by computing the internal consistency of each item. This was calculated by using (the Pearson correlation formula). The Correlation coefficient ranged from 0.38 to 0.84. See Table (1).

Table (1)

Internal Consistency of The Grammar Test Items

No. of Item	Corr.	No. of Item	Corr.	No. of Item	Corr.	No. of Item	Corr.
1	0.84	14	0.84**	27	0.80**	40	0.84**
2	0.84**	15	0.84**	28	0.84**	41	0.38*
3	0.78**	16	0.82**	29	0.83**	42	0.80**
4	0.78**	17	0.81**	30	0.76**	43	0.81**
5	0.78**	18	0.78**	31	0.67**	44	0.85**
6	0.80**	19	0.76**	32	0.75**	45	0.77**
7	0.78**	20	0.78**	33	0.77**	46	0.76**
8	0.79**	21	0.66**	34	0.87**	47	0.80**
9	0.76**	22	0.65**	35	0.74**	48	0.82**
10	0.79**	23	0.75**	36	0.80**	49	0.78**
11	0.84**	24	0.83**	37	0.80**	50	0.76**
12	0.78**	25	0.80**	38	0.71**		
13	0.80**	26	0.80**	39	0.77**		

**Correlation is significant at 0.01 level.

The Reliability:

Alpha Cronbach formula was used to calculate the reliability. The reliability coefficient reached 0.87. It can be concluded that the test has an acceptable reliability level.

Item Analysis: Responses to individual items were analyzed to determine the item difficulty index (0.35 to 50) and item discrimination (0.40 and 0.71).

Piloting the Test:

The test was piloted by administering it to 20 second Year English majors. to measure its validity, reliability, appropriateness to students' level, and test timing. Piloting helped to correct unclear and ambiguous items. It helped also to determine whether the items were functioning for use in the main study or not. Content validity was determined by consulting (7) TEFL staff members. Students who shared in the pilot study were excluded from the main experiment.

2. Vocabulary Test

Objectives of the Test:

1. To assess second year English Majors' vocabulary skill

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

2. To ensure equality of the experimental and control groups before implementing the program.
3. To assess the degree of improvement in the experimental and the control groups' performance

Construction:

The test consists of (50) MCQ items representing the most important objectives of the program. (see Appendix 2)

Item Type: MCQ items

Scoring: One point for each test item. The total score of this test is (50)

Instructions:

They contain information about the purpose of the test, the time allowed to complete the test, and how to record the answers.

Timing

The time taken by each student was recorded and divided by the total number of students. Accordingly, answering the test items lasted 50 minutes.

Validity

The validity of the test was determined by computing the internal consistency of each item. This was calculated by using (the Pearson correlation formula). The Correlation coefficient ranged from 0.62 to 0.85. Table (2).

The Internal Consistency

This was determined by the Pearson correlation formula by calculating the correlation between the score of each item and the total score. See Table (2)

Table (2)
Internal Consistency of the Vocabulary Test Items

No. of Item	Corr.	No. of Item	Corr.	No. of Item	Corr.	No. of Item	Corr.
1	0.80**	14	0.84**	27	0.81**	40	0.83**
2	0.84**	15	0.84**	28	0.82**	41	0.48*
3	0.70**	16	0.80**	29	0.81**	42	0.85**
4	0.79**	17	0.80**	30	0.76**	43	0.85**
5	0.70**	18	0.79**	31	0.64**	44	0.84**
6	0.81**	19	0.78**	32	0.74**	45	0.74**
7	0.78**	20	0.77**	33	0.75**	46	0.74**
8	0.79**	21	0.69**	34	0.86**	47	0.84**
9	0.76**	22	0.69**	35	0.75**	48	0.83**
10	0.79**	23	0.77**	36	0.82**	49	0.75**
11	0.83**	24	0.80**	37	0.82**	50	0.76**
12	0.74**	25	0.81**	38	0.73**		
13	0.62**	26	0.81**	39	0.73**		

**Correlation is significant at 0.01 level.

The Reliability:

Alpha Cronbach formula was used to calculate the reliability. The reliability coefficient reached 0.82. It can be concluded that the test has an acceptable reliability level.

Piloting the Test:

The test was piloted by administering it to 20 second Year English majors. to measure its validity, reliability, appropriateness to students' level, and test timing. Piloting helped to correct unclear and ambiguous items. It helped also to determine whether the items were functioning for use in the main study or not. Content validity was determined by consulting (7) TEFL staff members. Students who shared in the pilot study were excluded from the main experiment.

3. Reading Comprehension Test

Objectives of the Test:

1. To asses second year English Majors' reading comprehension.
2. To ensure equality of the experimental and control groups before implementing the program.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

3. To assess the degree of improvement of the experimental; and the control groups' performance.

Construction

The test consists of (40) MCQ items representing the most important objectives of the program. The test was constructed according to a table of specifications. (See Appendix 3)

Item Type: MCQ item type.

Scoring: One point for each test item. The total score is (40).

Instructions:

They are brief, easy to understand, and free from any possible ambiguities. They contain information about the purpose of the test, the time allowed to complete the test, and how to record the answers. An answer sheet was provided.

Timing

The time taken by each student was recorded and divided by the total number of students. Accordingly, answering the test items lasted 40 minutes.

Validity

The validity of the test was determined by computing the internal consistency of each item. This was calculated by using (the Pearson correlation formula).

The Internal Consistency

This was determined by the Pearson correlation formula by calculating the correlation between the score of each item and the total score. Table (3)

Table (3)

The Internal Consistency of the Reading Comprehension Test

Item	consistency	Item	consis.	Item	consis.	Item	consis.
1	0.43**	11	0.66**	21	0.30*	31	0.55**
2	0.44**	12	0.52**	22	0.41*	32	0.56**
3	0.44**	13	0.35*	23	0.67**	33	0.44*
4	0.33*	14	0.21*	24	0.44*	34	0.34*
5	0.66**	15	0.45**	25	0.34*	35	0.45*
6	0.33*	16	0.58**	26	0.66**	36	0.24*
7	0.45**	17	0.31*	27	0.45*	37	0.41*

8	0.67**	18	0.67**	28	0.67**	38	0.66**
9	0.52**	19	0.39*	29	0.66**	39	0.44*
10	0.58**	20	0.55**	30	0.55**	40	0.43*

** Correlation is significant at 0.01 level (two-tailed)

* Correlation is significant at 0.05 level (two-tailed)

The Reliability:

Alpha Cronbach formula was used to calculate the reliability. The reliability coefficient is (0.86). It can be concluded that the test has an acceptable reliability level.

Item Analysis:

Item Difficulty and discrimination

Responses to individual items were analyzed to determine the item difficulty index ranging from 0.40 to 0.75. and Item Discrimination that ranged from 0.47 to 0.71.

Piloting the Test:

The test was piloted by administering it to 20 second Year English majors. to measure its validity, reliability, appropriateness to students' level, and test timing. Piloting helped to correct unclear and ambiguous items. It helped also to determine whether the items were functioning for use in the main study or not. Content validity was determined by consulting (7) TEFL staff members. Students who shared in the pilot study were excluded from the main experiment.

Material

The researcher prepared a teacher's guide using the SIOP model to develop second year English majors' language proficiency.

The teacher's guide consisted of seven sessions. They are as follows:

Session One: Orientation on the different variables of the study

Session Two: Reading comprehension

Session Three: Reading comprehension (cont.)

Session Four: Grammatical structures

Session Five: Grammatical Structures (cont.)

Session Six: Vocabulary knowledge

Session Seven: Vocabulary knowledge (cont.)

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

SIOP Strategies

1. Anticipation Guide
2. Concept attainment
3. Feature analysis
4. Find someone who

Evaluation Techniques

Short Answer Questions, Quizzes, and MCQ items are used to evaluate the participants' progress. At the beginning of the experiment, the researcher noticed that the students were reluctant to participate and their language skills level was unsatisfactory. This was evident in pre-testing. The researcher explained the objectives of the experiment and students were encouraged to join the SIOP program.

Post Testing

At the end of the experiment, students were post-tested using the grammar test, the vocabulary test, and the reading comprehension test. They were asked to write their views on the program.

Procedures

- The teaching of the SIOP model program started in the second week of February 2024 and till the end of April 2024. Seven-session treatment was administered to the experimental group students, whereas the control group followed the regular method.
- The experimental group students received seven sessions one hour a week. Participants were divided into groups. They were able to follow the material according to their pace. They were given tasks to prepare at home and be ready for classroom activities and discussions. Throughout the experiment, they were involved in a number of activities.
- The post-test was administered to both groups one day after the experiment was over. Post-test conditions were relatively the same as those of the pre-test in terms of place and time. The data was collected and tabulated through SPSS and analyzed using t-test to compare the means of pre-test and post-tests of (grammar,

vocabulary, and reading comprehension) to measure the effectiveness of using the SIOP model.

Each session employed the eight elements of the SIOP model and went through the following steps:

1. Lesson Preparation:

Well-planned lessons include content area objectives as well as language objectives. The researcher planned and structured lessons to help students make connections between existing knowledge and new information. She also stated content and language objectives

2. Building Background:

The researcher tried to help students establish connections between the concept and their background experience, to aid comprehension.

3. Comprehensible Input:

The researcher gave information to facilitate understanding by speaking, using pauses and simple language, examples, and descriptions., providing students with time to process information and to ask for clarifications, and explaining academic tasks clearly.

4. Strategies:

Students used different strategies to learn. The researcher made this simple by using clear instructions to model the use of strategies and. providing students with opportunities and time to practice and apply the strategies.

5. Interaction:

Sheltered lessons encouraged the use of group work to interact with peers. Engaging in conversations with their peers allowed them to have: real and purposeful dialogues, practice in various conversational tasks and Improve language fluency.

6. Practice and Application:

Students were given ample hands-on opportunities to apply and practice the skills they have learned Engaging in class work and group work created a safe environment for practice and reflection. With peer

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

group and instructor's feedback. Students could continually improve and master their language skills and content knowledge.

7. Lesson Delivery:

Activities were offered to reinforce language and content objectives. The researcher could pace her teaching to suit the abilities of students. Sharing students in activities and delivering the lesson helped to increase student comprehension of the lesson, increased participation, and improved the quality of work.

8. Review and Assessment:

At the end of every session, the researcher reviewed: key vocabulary by emphasizing, drawing attention to, or repeating words. Key content through strategies like chunking and summarizing. She could also evaluate the student's language skills and content knowledge

Thus, by following the above eight components of SIOP, the instructor could help students learn and attain language and content knowledge proficiency.

The Role of the Instructor

During the sessions, the instructor asked students to identify the difficult words that might affect their understanding of the reading text. Students were provided with meaningful and authentic activities. Some SIOP strategies were used such as anticipation guide, feature analysis, find someone who ..., etc. to provide students with ample opportunities to interact with the instructor.

The instructor offered help to weak and shy students by using speech that was suitable to the student's language level and by providing a collaborative class environment. The use of vague structures was avoided. The body language used was to accompany spoken words. In SIOP sessions, the instructor helped students connect new concepts with their personal experiences and past learning.

The Role of the Students

Students' behaviors included cooperating with peers and receiving feedback from the instructor and peers. Their participation included asking and answering questions, brainstorming ideas, guessing the meaning of unfamiliar vocabulary, and discussing with their groups during activities. They also gave their reflections on the intervention.

Findings

To test the research hypotheses, t-test was used to measure the difference between the mean scores of the experimental group and those of the control group on the pre-post, grammar test, vocabulary test, and reading comprehension test.

Hypothesis one

Hypothesis one stated that there would be a statistically significant difference between the mean scores of the experimental group exposed to the SIOP model and the control group receiving regular instruction on the post-test of grammar (in favor of the experimental group). The statistical analysis shown in Table (4) indicated that this hypothesis was accepted as students' post-testing exceeded their pre-testing and the t-value (10.97) is significant at 0.01.

Table (4)

Means, Standard Deviations, t-values, and Cohen's d of the Post Grammar Test

Test		Mean	No.	Std. Deviation	t- value	D.F	Cohen's d
Grammar	Post exp.	39.46	30	6.73	10.97	58	0.82
	Post cont.	24.27	30	3.51			

**Significant at (0.01) level

Hypothesis Two

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Hypothesis two predicted that there would be a statistically significant difference between the mean scores of the experimental group and the control group on the post-vocabulary test (favoring the experimental group). The statistical analysis shown in Table (5) indicates that this hypothesis was accepted as the experimental post-testing exceeded that of the control group and the t- value (10.61) is significant at 0.01.

Table (5)

Means, Standard Deviations, t-values, and Cohen's d of the experimental Pre-Post Vocabulary Test

Variable		Mean	No.	Std. Deviation	t- value	D. F	Cohen's d
Vocabulary	Post exp.	39.10	30	6.70	10.61	58	0.92
	Post cont.	24.70	30	3.12			

**Significant at (0.001) level

Hypothesis Three

This hypothesis predicted that there would be a statistically significant difference between the experimental group's mean score on the post administrations of the reading comprehension test and the control group (favoring the experimental group). The statistical analysis shown in Table (6) indicates that this hypothesis was accepted as t- value (10.77) is significant at 0.01.

Table (6)

Means, Standard Deviations, t-values, and Cohen's d of the experimental and Control Groups' Pre-Post Reading Comprehension Test

Variable	Mean	No.	SD	t- value	D.F	Cohen's d
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Variable		Mean	No.	SD	t- value	D.F	Cohen's d
Reading Comprehension	Post exp.	34.00	30	3.55	10.77	58	0.84
	Post cont.	24.70	30	3.12			

**Significant at (0.01) level

Discussion

The present study was conducted to investigate the effect of using content-based sheltered instruction observation protocol (SIOP) for developing Faculty of Education second year English majors' language proficiency. After analyzing the data of the grammar, vocabulary, and reading comprehension tests, it is evident that there were significant differences in improving grammar, vocabulary, and reading comprehension between the experimental group and their counterparts in the control group in favor of the experimental one. The results of the present study showed that the experimental group was more active and there was a noticeable improvement in their language skills. This is because they studied the content via the sheltered instruction observation protocol (SIOP) model.

Results showed that the effect of using the SIOP model on students' language proficiency was significant. The SIOP Model prepared the participants to access the content material while at the same time developing their English proficiency. It was very motivating for the participants and gave them opportunities to learn and practice the English language authentically, make decisions, and be creative. This was attributed to the use of SIOP model components among which are the use of certain strategies like concept attainment, anticipation guide, feature analysis, find someone who....etc. Such results go in line with studies by Ebedy (2019), Elghotmy (2018), and Ali (2021). All of which concluded that using the SIOP model enhanced students' use of language skills. This is evident in effective SI lessons; as there was a high level of student engagement and interaction with the instructor, with their peers, and with the content.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

Students were taught functional language skills as well, such as how to negotiate meanings, ask for explanations, and confirm information.

The great achievement gained by the experimental group in the grammar test, the vocabulary test, and the reading comprehension test was attributed to some factors such as the following: the **first** of these was engaging students in collaborative work in a non-threatening environment to achieve a common goal. The **second** was offering help to weak students by their peers to be able to perform their roles well. The **third** was providing students with meaningful and authentic activities. Through these meaningful activities, students practiced and applied their new language and content knowledge. The **fourth** was independent practice through some sheltered strategies such as concept attainment, anticipation guide, feature analysis, find someone who.... etc.

The strategies used were meant to help students succeed. They had clearly defined content and language objectives to be displayed and reviewed with the students. The content concepts were appropriate to the age and educational background of students. The instructor employed supportive teaching materials to make the lesson clear and more meaningful. The content was designed to meet the proficiency level of each student. Incorporating meaningful activities that integrate lesson concepts with language practice opportunities for vocabulary, grammar, and reading helped students accomplish the tasks. Using cooperative learning also helped students to build teamwork, and to come up with solutions to different problems.

Using **concept attainment strategy** is the process of defining concepts by determining the features that are essential to the meaning and disregarding those that are not. It also means learning to make a difference between what is and what is not an example of the concept. What made this strategy effective for the participants was that it could be done with pictures and orally, it enabled them to grasp key concepts and encouraged written responses.

The Anticipation Guide strategy enabled the participants to make predictions and use their prior knowledge related to the topics introduced in the class. Its advantage was to ensure that selected items

for an anticipation guide made content concepts explicit. Here they could identify key concepts that are explored in the lesson or unit.

In **feature analysis**, the participants observed individual characteristics, or features, of every object and pattern they encountered. They could sort objects into their parts as a way of recognizing them. Feature analysis could help students solve many different types of problems. For example, they could use it to understand where multiple features existed, and measure sizes, shapes, and distributions of features. They could analyze relationships and connections between features. Also, they could make predictions based on existing or theoretical patterns and relationships.

Find someone who... strategy involved participants by asking them to try to find someone in the class who matched a description or knew certain information. It was used to practice new vocabulary, to activate background knowledge, and to review concepts. “*Find someone who...*” was used at the beginning of a session to review and introduce the material. It was also used as a review game, to practice asking and answering questions in a foreign language setting and to practice using vocabulary in a text.

At the beginning of training, the researcher made clear the objectives of the program and acquainted students with the necessity of improving their points of weakness in grammar, vocabulary, and reading comprehension. The researcher explained the SIOP model's eight components along with how to apply the sub-details of the model.

The first hypothesis predicted that there would be a statistically significant difference between the mean scores of the experimental group and the control group on the grammar test in favor of the experimental group. The results obtained confirmed this hypothesis. During the implementation of SIOP lessons; the participants were explicitly taught functional language skills, such as how to convey meanings, ask for explanations, confirm information, and agree and disagree. There was a high level of student engagement and interaction with the instructor, with peers, and with the material being presented that led to elaborated discourse. This result copes with those obtained by Koura and Zahran (2017).

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

The second hypothesis predicted that there would be a statistically significant difference between the mean scores obtained by the experimental and the control groups on the vocabulary test in favor of the experimental group. The obtained results confirmed this hypothesis as using the SIOP model could have a positive impact on students' learning and improve their language proficiency levels. This could be attributed to the use of visuals, such as posters, which helped improve the participants' interaction as well as vocabulary learning. These findings are consistent with those obtained by Al Saraein (2017); Ebedy (2018); Rivera (2019); and Chandler (2020).

The third hypothesis predicted there would be a statistically significant difference between the mean scores of the experimental group and those of the control group on the pre-post reading comprehension test in favor of the experimental group. Sheltered Instruction strategies could be seen as an influential teaching tool because they help keep students focused and centered on the task at hand. This happened by connecting the content to their prior knowledge and experience. Knowing the participants' backgrounds and their language proficiency levels was the first step that helped the researcher in sheltering reading instruction. The results showed that the participants' reading abilities improved after being taught by using the SIOP model. This result copes with those obtained by El Ghotmy (2018) Ebedy (2018); and Rivera (2019). If an English learner can read in the first language, then these cognitive abilities can be transferred to reading in English. The researcher could shelter instruction by using what participants already knew about reading and by valuing their first language abilities as an aid to the acquisition of reading skills in English (Herrera, Perez, & Escamilla, 2010).

Sheltered instruction strategies tend to generate a safe class climate for the students. Students could overcome their fear of imprecise reading and engage in a learning situation under lower-risk conditions. The sheltered instruction strategies aroused students' awareness and helped them engage more in learning. As a result, learning becomes more meaningful. Using sheltered instruction strategies encouraged the development of students' reading skills in a secure learning environment designed to provide a low effective filter.

The English language was learned through meaningful content that focused on peer and team learning. It occurred when students got the message they received, also known as comprehensible input. Similar views have also been reported by many researchers (Fritzen, 2011; Macías et al., 2012; Short, 2013; Short et al., 2011)

At the university level, reading is no longer taught as a content area but is used as a tool to demonstrate mastery of all other content areas (Torgesen et al., 2007). According to Morgan, Moni, and Jobling (2006), efficient and effective instruction for readers should include research-based practices such as instruction in small interactive groups, questioning that requires both literal and inferential responses, and individualized tasks on various levels so that each student is sufficiently challenged. The sheltered instruction model integrates these practices into daily instruction.

Consequently, the high scores obtained by the experimental group were attributed to the use of the SIOP model. The content of the student guide was mainly based on grammar rules, vocabulary items, and reading comprehension texts related to their subject matter courses. This result agrees with Ali (2021). The sheltered instruction model is distinguished by using supplementary materials such as related reading texts, graphs, and other illustrations. The purpose of these materials was to develop the participants' comprehension of key topics, issues, and details in the content concept being taught. Those materials helped the participants develop their language proficiency level.

The material learned throughout the intervention, the different activities, and the sheltered instruction strategies could arouse the participants' interest and achieve a high degree of engagement during the in-class activities. Being closely related to the objectives of the study and being well planned, the activities played an important role in improving the participants' language performance.

The instructor's role during the implementation of the SIOP model was to monitor and assess the work developed in each group or individually to improve the participants' language skills. The active role of the students was quite relevant since they were interested in and encouraged to participate actively in all sessions. Individual and group

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

feedback was given throughout the sessions. This was done according to the observation of the participation of each student within the group during group discussions. The researcher provided students with an awareness of their level of performance in language skills.

The results of the present study are similar to other studies that examined the effectiveness of the SIOP Model in terms of student outcomes. These studies sought to discover whether students taught using the SIOP Model would experience greater growth in English proficiency or higher achievement on test scores than students who were not taught using SIOP. Most found that the SIOP Model had a positive effect on the achievement of English learners. Several studies mentioned that sticking to the model was important to improve students' language performance. Examples of these studies include (Wong, Meadows, & Ober, 2021; Alnusayan & Al-Salouli, 2020; Ebedy, 2019; Hayden, 2019; Rivera, 2019, Ingram, 2018; and Vidot, 2011).

Other researchers have used the SIOP Model as a basis for professional development. They have found SIOP to be effective in promoting teacher learning. Many of these studies used the SIOP model to measure the transfer and implementation of the SIOP instructional practices. Some also explored changes in teachers' attitudes or increases in teacher knowledge about language instruction, or the ability to embed linguistically and culturally responsive practices in lessons. One consistent recommendation is to give teachers time and support to implement the SIOP well. Several studies made suggestions for modifying professional development to suit specific needs. These results cope with the results of (Aldakhil & Alfadda, 2021); (Koura & Zahan, 2017); (Song & Samimy, 2015).

While CBI could be both challenging and demanding for the teacher and the students, it could also be very stimulating and rewarding. The degree to which the researcher adopted this approach may well depend on the willingness of the students and the availability of resources within the environment.

Challenges and how to overcome them

The researcher faced many difficulties while implementing the SIOP model

1. Lack of language proficiency refers to a lack of grammar rules, vocabulary knowledge, and reading comprehension. Practicing many communicative activities in these areas could help achieve better results.
2. Some participants depended on the use of Arabic caused some difficulty for the instructor who insisted on only using English because this could accelerate their learning of the target language.
3. Some shy students were reluctant to participate. This represented a difficulty for the instructor who exerted a lot of effort to encourage those students to be active participants through choosing collaborative tasks.
4. Because CBI is not explicitly focused on language learning, some students felt confused. The researcher dealt with this by giving some language exercises to draw their attention to linguistics in the materials and explained difficult vocabulary and grammar points.
5. Some participants frequently used their first language during the session. Students found it easier to use their mother tongue. The researcher explained the benefits of using the target language (English language). The researcher could choose easier texts.

Conclusion

The research and the findings indicated that when teachers use the components of the SIOP model in their classroom, they are more likely to help their students gain and retain information and vocabulary easily. SIOP model proved to help students engage and interact because the strategies used could help students infer the meaning of difficult and unfamiliar vocabulary, comprehend the text appropriately, and interact positively. Moreover, the Sheltered instruction strategies as one of the components of SIOP are recommended to be inserted in teacher preparation programs in

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

faculties of Education to help students enhance their language skills. Besides, the application of the different components of SIOP and the integration of both content and language objectives contributed to the understanding of the content. Also, the use of content-based instruction (CBI) could make learning a language more interesting and motivating. Students could use the language to fulfill a real purpose, which could make students both more independent and confident. CBI helped students to develop valuable study skills such as note-taking, summarizing, and extracting key information from texts. Finally, the inclusion of a group work element within the framework given above can help students develop their collaborative skills, which can have great social value.

Recommendations

Based on the results reached above, the following recommendations seem pertinent:

- Getting to know the student's background knowledge and skill in the target language should be considered.
- EFL teachers are recommended to make use of the SIOP model to develop EFL learners' grammar, vocabulary, and reading comprehension.
- Implementing a teaching methodology that encourages a cooperative learning environment which would allow the students to practice the target language in a relaxed atmosphere is more conducive to language development.
- Supportive feedback should be offered throughout the learning process, not only to help students identify their weaknesses in language elements and ways of overcoming them but also to support their strengths and increase their language proficiency level.
- Planning and implementing various activities to encourage student interaction in the various language activities to create a motivating and more effective learning environment.

- The SIOP Model should be integrated into the EFL teachers' preparation programs.
- More attention should be paid to methods used in the teacher preparation programs.
- Recent methods of teaching, Models, techniques, and strategies should be inserted in the methodology course to help students in the process of teaching.
- Staff members should spend more time and effort to integrate content and language objectives.

Suggestions for further research:

1. Using the SIOP model to develop EFL students' positive attitudes towards language learning.
2. Replicating the study to train the pre-service and in-service EFL teachers to help them improve their teaching performance.
3. Investigating other areas of language teaching like writing, speaking, listening, oral communication, and teaching literature.
4. Designing an online program based on the SIOP Model to improve diploma students' teaching skills.

Using Content-Based Sheltered Instruction Observation Protocol (SIOP) for Developing Faculty of Education

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