



Education Enhancement Center

**The Effectiveness of a Program Based on the Modified*
Sheltered Instruction Observation Protocol Model
(SIOP) in Developing Teaching performance
of Teachers of English**

by

Prof. Hayat Refaey Ali

Professor emerita of Curriculum & Methods of TEFL,
Faculty of Education,
Minia University

Dr. Samiha Aly Mohammed

Lecturer emerita of Curriculum & Methods of TEFL,
Faculty of Education,
Assiut University

Abeer Ali Ahmed Ali

Assistant lecturer at the Department of Curriculum & Instruction (TEFL),
Faculty of Education, Assiut University

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Summary

The present study aimed at investigating the effectiveness of a program based on the modified Sheltered Instruction Observation Protocol Model (SIOP) in developing teaching performance of teachers of English. The low level of EFL teachers in teaching performance in the microteaching classes as well as their unawareness of the role that can be played by SIOP Model professional development training in improving their teaching performance was the main reason that urged the researcher to conduct the present study. The subjects of the study were 30 students of General Diploma (the 'one year' system, English section) at the Faculty of Education, Assiut University. The study used the one group pre-post design. Tools of the study included a SIOP Model observation sheet and a SIOP background achievement test. The experiment lasted for 48 hours. t-test was used to analyze the data obtained from the pre-post administration of the tools to determine whether the objectives of the study were achieved. t-test analysis of the data for the pre-and post administrations indicated significantly better post achievement gains. Results revealed that the SIOP program was effective in developing General Diploma students' teaching performance. It was recommended that the SIOP Model should be integrated in the program of preparing teachers of English.

Introduction:

Teachers are of utmost importance in any educational system. Being heavily involved in various teaching and learning processes, they are considered practitioners of educational principles and theories. They have a primary role in determining what is needed or what would work best with their students and be of considerable influence not only on their instructional practices and classroom behavior, but also on their students' achievement.

Practice should be the prime focus of any teacher education program. Focus should be shifted from what teachers know or believe to what they can do in a practical context. Therefore, one does not become a teacher simply by completing certain pre-service teacher education courses. Teachers need to learn continuously new skills and keep themselves updated on current teaching techniques through continuous professional development or in-service education.

Miner (2006: 6) suggests that "English language teachers need additional training to increase their knowledge, skills, and understanding in designing and delivering effective instruction for students in the classroom. Improving their instructional skills may increase teachers' confidence in meeting the needs of students of language development". Noll (2013: 404) sees that "what teachers need is much more robust training and support than they receive today, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-centered methods".

Merino (2007) sees that EFL teachers should familiarize themselves with effective strategies that take ELLs into account to promote interactive learning. They also address students' linguistic needs by making content accessible and comprehensible. Also, Verdugo & Flores (2007) clarifies that "To be successful and to meet the distinct needs of their students, effective teachers need to have a vast repertoire of teaching models and strategies to utilize in their classrooms"

Although colleges and universities have begun to address the need to prepare teachers to do an effective job of instructing ELLs in the classroom (Lucas, Villegas, & Freedson-Gonzales, 2008), they still have much work to do for developing and implementing proper teacher preparation models. To meet the needs of developing successful teaching practice it is urgent to seek some new training models.

More recently, Echevarria, Vogt, & Short (2008) has developed a highly successful professional development model known as the Sheltered Instruction Observation Protocol (SIOP) Model. It is a lesson – planning and delivery approach composed of 30 instructional strategies grouped into eight components: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. It offers a structure for teachers to teach content by using strategies and techniques that make new information understandable to students. While doing so, students develop language skills across the domains of reading, writing, listening, and speaking.

Short & Echevarria (1999: 1) state that the SIOP Model can enhance and expand teachers' instructional practice. Also, Echevarria and Short (2000: 5) report that "The SIOP model promotes, in particular, strategies for improved teacher development and instructional practice". Calderon (2012: 61) asserts that "the SIOP model has all the ingredients needed to help teachers in their task of teaching all students.

The rationale for using the SIOP Model:

According to Echevarria, Vogt and Short (2008: 44) "One strength of the SIOP model is that —it allows natural variation in classroom implementation, while at the same time, provides teachers with specific lesson features that, when implemented constantly and to a high degree, are likely to lead to better academic outcomes for ELLs. Another strength of the SIOP Model is that it offers a rating scale that allows for the lesson observations to be scored. This is an important element for teachers' personal professional growth and development".

Research on the SIOP Model has shown that it offers a reliable and valid method to measure sheltered instruction (Guarino et al., 2001). Empirical evidence has also shown that students who attend classes with teachers who incorporate the SIOP Model perform better than those who attend classes where the SIOP model is not in use(Echevarria, Vogt and Short, 2004; Echevarria, Vogt and Short, 2008). Further, an initial study of students' writing (using pre-and post-tests), demonstrated that students who engaged in classes taught by teachers educated in the SIOP Model notably enhanced their writing skills more than students in classes with teachers who were not trained in the model (Echevarria, Vogt and Short, 2004). The SIOP Model is currently being used in school districts and has been adopted in university teacher preparation programs in almost all 50 states across the U.S. and many other countries (Echevarria & Short, 2007).

Read (2008:19) sees that "although there is a plethora of research on effective teaching strategies for ELLs, the field has lacked a model that combines these strategies into a cohesive program for teachers of ELL students who have been mainstreamed. The SIOP Model is an example of a set of strategies that can be used for ELLs to promote both language acquisition and content knowledge simultaneously in a mainstreamed classroom.

Echevarría and Short (2004) recommend that any program where students are learning content through a nonnative language should utilize the SIOP Model. Also, they assert that the SIOP Model is a resource to help teachers reach all students with research-based practices that have proven to be successful with all learners. A study by Friend, Most, and McCrary (2009) recommend that instruction for ELLs could be improved through use of effective professional development in teaching techniques like the SIOP Model.

Based on what was mentioned above, and in the light of the reviewed literature, the researcher agrees with Todd (2002), Chandler (2003) and Abdel-Kader (2009) that newer models of training teachers of English are called for.

Therefore, the present study is an attempt to explore the effectiveness of using a program based on the SIOP Model to develop teaching performance of EFL teachers.

Background of the Problem:

Teaching practice (practicum) is an important element of teacher's professional training. It gives the teacher the chance of real reflection of his/her academic learning to practice planned activities inside a school for the purpose of improving his/her professional performance which help him/her to practice his/her profession.

In microteaching classes at Faculty of Education-Assiut University, the researcher has noticed that most of the General Diploma students (English section) are not adequately qualified to practice teaching. They show low level of teaching performance when they prepare or present language lessons.

To identify the problem of the present study, the researcher has conducted an investigative study in the academic year 2012/2013. She has of in-service teachers during their school placement and their impact on their teaching performance. She has designed and administered a questionnaire to thirty General Diploma Students (the 'One Year' System, English Section). This questionnaire aimed at identifying the real day-to-day school practices concerning both the training and supervision

Analyzing the data obtained through the questionnaire, the researcher reached the following results:

1. Only twenty percent of the students stated that their supervisors conference them before their presentation and this happens only once a term. They agreed that this conference was held mostly to reach an agreed upon the format of a lesson plan and to discuss the appropriate use of a teacher's guidebook along with some formalities.
2. The majority of teachers assured that senior teachers did not use any observation sheets to evaluate their performance objectively.
3. Students assured that senior teachers did not ask them to assess their own performance; unfortunately this only happens through an informal process that is never followed by any kind of discussion. Students agreed that they have never been given a self-assessment sheet.
4. Pre-conferences, in which supervisors discuss the main areas to be evaluated, are held only when they ask for help and are used to discuss lesson planning only.
5. Sixty percent of the students stated that school supervisors hold conferences with them after their presentations for ten minutes. This amount of time is not enough to evaluate the students' teaching performance or exchange views.
6. Seventy percent of the students stated that they take notes on the performance of their group members. Yet these notes mostly take the shape of 'good' and 'bad' performance which intimidates them.

7. Thirty percent of the students stated that they show low self-confidence in planning and in presenting a certain skill.
8. Eighty percent of the students mentioned that their supervisors did not provide them with constructive feedback on their performance.
9. Students mentioned that their supervisors did not give them the chance to re-teach after discussing the performance.

Results of the questionnaire showed the subjective, judgmental and impressionistic nature of the conventional evaluation and training methods of the general diploma students. What makes the matters more difficult is that those in-service teachers do not have much time to practice teaching. Maximum, each of them practice teaching for one session per term.

The researcher has also noticed that most of the students face considerable stress and upset from such subjective observations the thing that makes them do badly in their presentations. Structured observation checklists by which students' performance could be objectively observed and evaluated are not used. This view is confirmed by Kowtb and El-Naggar (1995); Nazir (1998), Abdel-Kader (2009), Abdel Halim (2008) and Abd El-Gawad (2016).

To estimate the actual level of teaching performance of the students, the researcher has assessed the teaching performance of ten students in the microteaching classes through using the SIOP Model Observation Sheet. She also asked the rest of the teachers to assess their colleagues. This model was mainly used to identify the strategies and techniques the students utilized and others they did not utilize in their presentations. Results revealed that the students got low scores. This poor teaching performance of the students was due to the lack of training in most, if not all, instructional strategies and techniques included in the SIOP Model to plan or present effective lessons.

Based on what was mentioned above, and in the light of the reviewed literature, the researcher sees that there is a persistence need for newer models of training General Diploma students and even in-service and trainee teachers to develop their teaching performance.

Statement of the problem:

There was more than one reason that urged the researcher to conduct the current study:

First, the low level of EFL teachers in teaching performance in the microteaching classes as well as their unawareness of the role that can be played by SIOP Model professional development training in improving their performance. Second, the density of literature related to the variables of the study. Third, the development of the SIOP Model which includes a variety of good strategies and instructional techniques that can enhance teachers' instructional practices.

As there are many studies that show the positive effect of using the SIOP Model as a training model for pre-service and in-service teachers, the present study is an attempt to investigate the effectiveness of using the modified SIOP Model-based program in improving EFL teachers' teaching performance.

Objectives of the study:

The study aimed at:

1. Developing teaching performance of EFL teachers through a program based on the SIOP Model.
2. Improving EFL teachers' achievement in the theoretical aspects of the SIOP program.

Questions of the Study:

The study attempted to answer the following questions:

1. To what extent would a program based on the SIOP Model improve teaching performance of EFL teachers?
2. How far would a program based on the SIOP Model improve the achievement of the theoretical knowledge of the SIOP program of EFL teachers?

Hypotheses of the study:

1. There would be a statistically significant difference between the mean scores of the EFL teachers on the pre-post application of the SIOP observation sheet favoring the post application.
2. There would be a statistically significant difference between the mean scores of the EFL teachers on the pre-post performance on the SIOP background achievement test favoring the post application.

Significance of the Study:

The present study was expected to be important for the following reasons:

1. developing teacher's preparation programs as it offers a SIOP Model based program that can be used by any EFL instructors in the microteaching classes
2. Increasing levels of pre-service and in-service teachers' participation, interest and teaching practice opportunities by using the SIOP Model in the microteaching classes.
3. Providing opportunities for effective interaction among General Diploma Students themselves, TEFL professors, experts and practitioners by joining online conferences that might help general diploma students gain beneficial knowledge and experience.

4. Guiding faculties of Education in the consideration of integrating the SIOP Model strategies while designing teachers' preparation programs.
5. Helping General Diploma Students adopt the SIOP Model in the microteaching classes to benefit from its instructional techniques and strategies in their professional development.
6. Enhancing the EFL teachers' familiarity with planning and presenting lessons of language skills through using a new model.
7. Guiding curriculum designers in considering the SIOP Model as one of the main resources for the stated curricula.

Delimitations of the study:

The present study was delimited to:

1. Some General Diploma students (the 'one year' system, English section) who were selected to participate in this study.
2. The study used the eight instructional procedures included in the SIOP Model which are preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment.
3. The study is also delimited to practicing teaching in micro-teaching classes.

Definition of Terms:

The Sheltered Instruction Observation Protocol (SIOP) Model:

It is a lesson – planning and delivery approach composed of 30 instructional strategies grouped into eight components: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment (Echevarria, Vogt and Short, 2008). It offers a structure for teachers to teach curricular content to ELLs by using strategies and techniques that make new information understandable to the students. While doing so, students develop language skills across the domains of reading, writing, listening, and speaking.

The Center for Applied Linguistics (2010) defines SIOP as an instructional research-based and validated framework that trains and coaches teachers through concrete examples on key features of effective high-quality sheltered teaching techniques.

The current study defines the SIOP Model as an instructional method composed of 30 strategies and instructional techniques grouped into eight interrelated components: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Teachers of English will use this model as a lesson plan format to plan and deliver meaningful lessons that include activities integrating the four language

skills of reading, writing, speaking and listening. Also, this model will be used as an observation instrument to assess subjects' teaching performance.

Teaching Performance:

Mostafa (2010: 70) referred to teacher performance as the use of knowledge and skills in the classroom.

Ali and Mahmoud (2010: 10) defined teaching performance as "the instructional skills and classroom management procedures teachers use to facilitate learning. It conveys teacher's ability to plan and organize lessons, to manage the learning environment, to reflect critically about their teaching and to show confidence in fulfilling even challenging goals".

For the current study, teaching performance can be defined as the ability of the English language teachers to plan meaningful lessons effectively using the instructional strategies and techniques included in the SIOP Model to deliver and develop mastery in teaching activities. The teaching performance is determined according to students' scores on the SIOP Model observation sheet.

The experimental design of the study:

The present study followed a quasi experimental pre-post group design. The study group was exposed to pre and post means of getting data. This design was chosen to evaluate the influence of the training program on EFL teachers by comparing the performance before and after applying the program.

Subjects of the study:

Subjects of the study included 30 students enrolled in General Diploma (English Section, the 'One Year' System) at the Faculty of Education, Assiut University, in the academic year 2015/2016. The whole members of the study group were chosen on a voluntarily basis. They were instructed and trained through a SIOP Model-based program designed and built by the researcher to develop their teaching performance. General Diploma students were particularly chosen due to the following reasons:

- General Diploma students receive only online study of the microteaching. Their teaching skills need to be developed through training in the microteaching classes before practicing teaching in schools.
- They nearly did not receive any professional development training in SIOP Model. The suggested SIOP-based program was a chance for them to experience a new context of learning research-based instructional techniques and strategies and hence develop the major teaching skills that can enable them teach efficiently.
- General Diploma students are supposed to plan and present integrated lessons effectively by the end of their study of microteaching, so they were in need to

acquire a repertoire of teaching strategies and techniques to become good teachers.

Tools of the study:

The researcher developed and used the following tools:

- The SIOP-based program.
- The adapted SIOP Model observation sheet.
- The SIOP background achievement test.

Procedures of the Study:

To achieve the purpose of the study, the study went through the following procedures:

1. Reviewing the pertinent literature related to the SIOP Model.
2. Designing the frame for the training SIOP Model-based program.
3. Judging the appropriateness and validity of the frame by a jury of TEFL specialists.
4. Designing the SIOP Model-based program which consists of the trainer's guidebook and the trainees' handbook.
5. Building up the SIOP Model background achievement test.
6. Modifying the SIOP Model observation sheet to suit the group and the nature of the study.
7. Judging the appropriateness and the validity of the SIOP Model-based program and the tools by a jury of TEFL specialists.
8. Piloting the tools and some parts of the program on a small group of General Diploma students (English Section, the 'One Year' System) to measure their validity, reliability, and duration. Then, modifying the program and the tools in the light of the jury opinions and the pilot study.
9. Administering the SIOP background achievement test prior to the treatment (pre-testing) to assess General Diploma students' knowledge and use of the SIOP Model before teaching the program.
10. Assessing the teaching performance of the General Diploma students by using the SIOP Model observation sheet before implementing the program.
11. Implementing the suggested SIOP Model-Based program to the group of the study.
12. Administering the achievement test after the treatment (post-testing) to measure the effectiveness of the suggested program.
13. Assessing the teaching performance of the General Diploma students by using the SIOP Model observation sheet after implementing the program.
14. Analyzing the data statistically.
15. Discussing the results obtained.
16. Presenting recommendations and suggestions for further research.

Verifying research hypotheses:

Testing hypothesis one:

Hypothesis (1) predicted a statistically significant difference between the mean scores of the students on the pre-post administration of the SIOP observation sheet favoring the post administration. Table (1) shows the t-test results for pre-post students' performance on the SIOP observation sheet.

Table (1): Means, Standard Deviation, t-value, Eta Squared and Significance of difference between means scores obtained by subjects of the study in the pre-post application of the SIOP observation sheet

Administration	No of Ss	M.	S.D.	“t” Value	D. F.	Significance	η^2
Pre	30	21.7000	6.41200	47.83	29	0.01	0.987
Post		73.4000	10.65962				

Table (1) shows a comparison of the mean scores gained by the study subjects in the pre-post application of the SIOP observation sheet. Comparing the results based on the pre-post application of the SIOP observation sheet basis shows that the students achieved a high significant degree of improvement in favor of the posttest application. Mean scores of the students on the post application were significantly higher than those on the pre application. Analysis of the collected data using the “t-test” showed that the obtained t-value (47.83) is significant at the 0.01 level. This supports the first hypothesis and affirms that the students' teaching performance underwent a considerable improvement as a result of being trained by the suggested SIOP-based program. Therefore, it can be concluded that the suggested program highly affected the students' teaching performance. Figure (1) shows the difference in mean scores.

Figure (1): Difference in the mean scores of the students on the SIOP observation sheet before and after the experiment

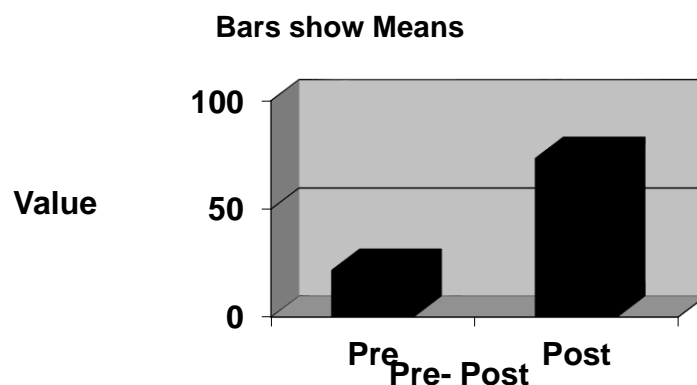


Table (2) below presents the t-values of students' results of pre-post application of the SIOP observation sheet on the individual components of the SIOP observation sheet. The analyzed data using the "t-test" showed that the obtained t-values of the pre and post comparison of the study group are all significant at 0.01 level in the components of the SIOP observation sheet.

Table (2): Means, standard deviation, t-values and Significance between the pre-post performance of the study group on the SIOP observation sheet on individual components

Components of SIOP Observation Sheet	Administration	No of Ss	M	S.D	"t" value	D.F	Significance
Lesson preparation	Pre	30	3.6333	1.69143	26.53	29	0.01
	Post		12.8667	2.33021			
Building background	Pre	30	2.7333	1.48401	24.61	29	0.01
	Post		10.0000	1.31306			
Comprehensible Input	Pre	30	3.1333	1.10589	41.09	29	0.01
	Post		9.4667	1.33218			
Strategies	Pre	30	1.9667	.92786	22.01	29	0.01
	Post		7.0667	1.31131			
Interaction	Pre	30	4.2000	1.56249	46.19	29	0.01
	Post		12.4667	1.90703			
Practice/ Application	Pre	30	2.0333	.96431	19.13	29	0.01
	Post		6.8333	1.70361			
Lesson Delivery	Pre	30	1.6667	.99424	22.62	29	0.01
	Post		7.0333	1.75152			
Review/ Assessment	Pre	30	2.3333	1.32179	25.98	29	0.01
	Post		7.6667	2.12267			

To estimate the effectiveness of the program in enhancing students' teaching performance, the effect size of the program was tested by using the Eta-Squared formula (η^2). As shown in Table (2), the obtained η^2 value (0.98) is considered highly effective. El-Ahdal (2009) citing Abu-Hatab & Sadek (1996) asserted that when the Eta-Squared value is less than 0.6 the effect is considered moderate, and when it is more than 0.6 then the effect is high. Thus, the SIOP program is considered highly effective in developing General Diploma students' teaching performance.

Testing hypothesis two:

The present study implicitly hypothesized that the proposed program was effective in improving the theoretical knowledge of the subjects in teaching performance. In order to verify this hypothesis, the SIOP background achievement test was developed. So, the current study implicitly predicted that there would be a statistically significant difference between the mean scores of the EFL teachers on the pre-post performance on the SIOP background achievement test favoring the post application. Table (3) shows the achievement test results:

Table (3): Scores, frequency, percentage of frequency and cumulative percent of the study group on the achievement test.

Scores	Frequency	Percent	Cumulative Percent
48	1	3.3	3.3
52	2	6.6	10.0
56	2	6.6	16.7
59	2	6.6	23.3
64	4	13.3	36.7
66	4	13.3	50.0
69	2	6.6	56.7
70	3	10	66.7
73	5	16.6	83.3
74	5	16.6	100.0

1. The two efficiency extremes of the proposed program in terms of improving the 'achievement' of teaching performance, self-assessment and teacher efficacy sense of General Diploma students (English section) were 77/80, 100/60. This means that 77% of the subjects got more than 80% out of the total score on the

achievement test, and 100% of the subjects got more than 60% out of the total score of the achievement test.

2. 7 subjects got 59 scores and less out of the total score of the achievement test, with percentage of 23%.
3. 23 subjects got more than 60 scores out of the total score of the achievement test (80); with a percentage of 77%.
4. All together, this shows that the proposed program was efficient in terms of improving the ‘achievement aspect’ of the General Diploma students’ teaching performance, self-assessment and teacher efficacy sense.

Table (4) shows the t-test results for pre-post students’ performance on the SIOP Background Achievement Test.

Table (4): Mean, SD, and “t” value of the study group subjects on the pre and post administrations of the Achievement Test

Administration	N	M	S.D	Paired differences		D.F	‘ t’ value	Tabulated T	Significance
				D	S				
Pre	30	8.1333	2.19299			29	50.81	58.16	0.01
Post	30	66.1667	7.56618	58.03	5.373	29			

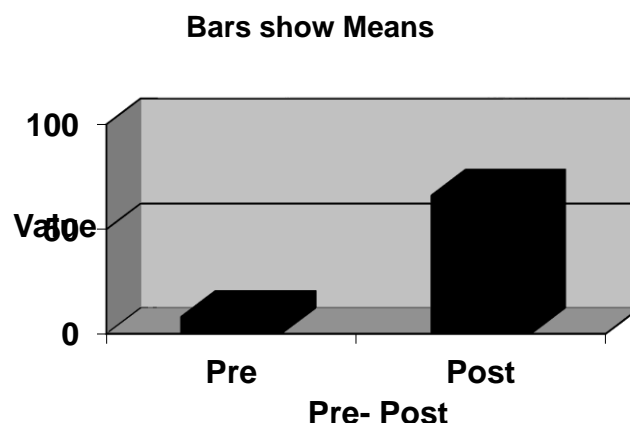
The above table shows the following:

1. There was statistically significant difference between the mean scores of the study group on the pre and post administrations of the achievement test in favor of the post administration where the mean score of the post administration was 66.1, standard deviation 7.5, whereas the mean score in the pre administration was 8.1, standard deviation was 2.1. The ‘t’ value between the two means was 50.8 which is significant at 0.01 level as the tabulated ‘t’ is 58.1.

So, it is clear from the results shown in table (4) that the improvement in the post administration of the achievement test is totally significant.

This result can be clarified in the following diagram:

Figure (2): The mean scores of study group subjects on the pre and post administrations of the achievement test.



The above figure shows that there is statistically significant difference between the mean scores of the study group on the pre- and post administrations of the achievement test at the 0.01 level in favor of the post testing mean scores.

Recommendations:

In the light of the results obtained in the present study, a number of helpful recommendations can be drawn:

1. The SIOP Model should be a prerequisite in training both in-service and pre-service teachers so as to help them grow professionally.
2. The SIOP Model should be integrated in the program of preparing EFL teachers.
3. More attention should be paid to methods used in the teacher preparation programs. Newer methods, Models techniques and strategies should be adopted to encourage the involvement of learners into the act of teaching-learning.
4. Staff members of the faculties of education should devote more time and effort to link theory to practice in training the prospective teachers of English.
5. Microteaching sessions should be devoted to involve learners in the actual teaching more than being overwhelmed with information about the act of teaching.
6. Online conferencing should be scheduled to help General Diploma students interact with and benefit from the experience of EFL Professors, experts and practitioners.
7. A longitudinal study of a small number of teachers implementing the SIOP Model that examines the effectiveness of the program on the teachers' teaching performance and on students' academic achievement in the Egyptian schools is needed.
8. Full implementation of the SIOP Model is difficult to achieve in one school year. Because training in the SIOP Model strategies takes time, knowledge and practice. If more time was provided to completely implement the SIOP Model in the study, teaching performance of learners could be positively affected.

Suggestions for further research:

1. It is better to replicate the current study with a smaller number of subjects.
2. The present study can be replicated to train the pre-service and in-service EFL teachers to help them improve their teaching performance.
3. Other areas of language teaching can be included in the training program like teaching reading, writing speaking, listening, oral communication, vocabulary, grammar and teaching literature.
4. Designing an online program to help General Diploma students foster better teaching skills based on the SIOP Model.
5. An action research can be conducted to identify the effectiveness of using the SIOP Model in improving the academic achievement of school students.
6. A case study can be conducted to investigate the effect the SIOP Model on teachers' teaching performance and on students' achievement in reading.
7. An evaluative study can be conducted to assess the effectiveness of the EFL teachers' preparation program at the faculty of Education, Assiut University.
8. Conducting an online professional development study to investigate the effectiveness of the SIOP Model on developing teaching performance of General Diploma students (English section).

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