

The Perceptions of English Teachers to the SIOP[®] Model and Its Impact on Limited English Proficiency

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Limited English proficiency can be defined as the difficulty in comprehension and production in English. The efficiency of the Sheltered Instruction Observation Protocol (SIOP) Model indicates eight components that were lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment and these components were explained in detail in line with the aims of the current study. The fundamental aim of this research was to investigate how teachers improve the student's language performance for limited English proficiency through using the SIOP[®] Model. In this paper, a qualitative research approach was adopted and semi-structured interview was used as the data collection tool to discover the teachers' perceptions about the SIOP[®] Model, and to determine possible problems in limited English proficiency. The participants of the study consisted of 10 English teachers (3 males and 7 females) aged from 26 to 34 ($M = 30.9$). The results indicated that the factors of SIOP[®] model can guide limited English proficient students and suggest some useful strategies for language teachers to handle the students' difficulties in language comprehension.

Keywords: The SIOP[®] Model, limited English proficiency, perceptions of English teachers

Introduction

Learning English is difficult for many Turkish students. Students spend time for language learning and use so many resources; however, they may not get the proficiency level. Gokdemir (2010) concludes that given emphasis on the theoretical based knowledge, teacher based instruction, less students' efforts, the director's ignorance of language learning, inappropriate classrooms for language learning, lack of instructional materials and tools, the process of the syllabus and its pace, and passive student's involvement are the findings that occurred in universities. Due to the process of syllabus, English learners need supportive and sheltered language instruction.

One of the supportive language instructions is integrated content-based thematic lessons. Integrated content-based thematic lessons are helpful English learners to keep on studying systematically on comprehensible input and output (Krashen & Terrell, 1998; Pica, Young, & Doughty, 1987; Rea & Mercuri, 2006; Swain, 1985). Furthermore, content based subjects are necessary for meaningful learning to use the knowledge subsequently. Thus, meaningful science and English lessons are necessary to understand the subject's content, active participation and the language production of science. (Echevarria & Colburn, 2006). Hence, the study is to give a set of instructional strategies to English language teachers in order to help their students' comprehension of English content.

However, there are limited English proficient students who cannot use the target language communicatively. The challenge teachers face is providing content knowledge and language activities to limited English proficiency students. In response to this challenge, SIOP[®] Model is designed for teachers as a model for lesson planning and implementation that enables English learners to access to grade level content information (Echevarria, Vogt & Short, 2008).

In current study, the research on the SIOP[®] Model examines how students develop their limited English proficiency through studying content areas in the target language. The main purpose of the study is to draw attention to the necessity of English language learning with its content. The study

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examines the issue about limited English proficiency and the views of English instructors who are working at a foundation university in İstanbul, Turkey. In response to the matters, SIOP[®] model is discussed in this project.

Review of Literature

Limited English proficiency occurs when students cannot reach the expected language level. As a consequence, students need to attend one year English preparatory program. Learners' different educational background and difficulty in English language competency create challenges in language classrooms. One of the points can be a disparity between the students' needs and teacher prepared materials. Most of the teacher prepared instruction may not educate the learners in linguistically and culturally (Zeichner, 1993). Thus, limited English proficient students who can receive lower scores in the proficiency test need systematically planned lessons and teacher's support. In order to increase students' knowledge in the target language, teachers should carefully consider lesson organization. Through SIOP Model, teachers can notice how the lesson is systematically organized and reduce the possible problems in classes (Short, Echevarria, & Richards-Tutor, 2011). Hence, the components of the SIOP Model are assistive to present effectively organized lessons.

2.1 The Aim of the Sheltered Instruction Observation Protocol Model

The SIOP[®] Model was come into the view by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short in order to assist learners who are at risk of educational failure (Echevarria, Short & Powers, 2008). The model is conceived to guide teachers with lesson planning and lesson delivery, and the authors aim to develop and implement the model in all grade levels and content areas in a variety of geographical areas.

The Sheltered Instruction Observation Protocol (SIOP[®]) Model aims to increase the student's achievement based on the content areas. (Short, Echevarria, & Richards-Tutor, 2011). The model with the help of strategies and techniques enables teachers to give contents (e.g. science, social studies and math); thus, students can obtain new comprehensible content knowledge (Echevarria, Richards-Tutor, Changes & Francis, 2011). Through studying content English, students increase the four basic skills that are writing, reading, listening and speaking (Cuevas et al., 2005; Lee, 2005; Lee, Maertren-Rivera, & Penfield, 2008).

2.2 The Components of the SIOP[®] Model

The SIOP[®] Model is composed of eight parts which are lesson preparation, building background, comprehensible input, strategies, interaction, practice & application, lesson delivery and review and assessment (Echevarria, Richards-Tutor, Changes & Francis, 2011). Additionally, every part of the SIOP[®] Model creates a good sample of implementation with the help of teaching scenarios which provides clear and comprehensible activities to the learners (Otway, 2007).

2.3 Lesson Preparation

Lesson preparation indicates how to guide class instruction. The lesson preparation consists of six components which are language objectives, content objectives, appropriate content concepts, the use of supplementary materials and adaptation of content, and meaningful activities (Echevarria, Vogt & Short, 2008). Language objectives should also include explicit instruction, modeling, teaching strategies, oral production activities for student involvement with support and feedback (Klingner, Boardman, Eppolito, & Schonewise, 2012). On the other hand, Herczog (2012) states that content objectives should comprise the target subject of the social studies to develop academic knowledge. Moreover, Varela (2010) suggests the SIOP[®] Model as selecting content concepts should be based on age and educational background. Using supplementary materials are helpful to find relevant content and variety of meaningful activities that support multiple intelligence (Echevarria, Vogt & Short, 2008).

2.4 Building Background

Building background concentrates on the connections with students' prior knowledge and experiences which come up with their cultural, academic, personal and mental influences. To assist learners about the target knowledge, it is necessary to hear about what they already know. Thus, specific and prior preparations are needed to find out what the learners' educational and personal experiences would be. One of the ways to reveal student's background knowledge is to do brainstorming in small groups about the topic (Navarro, 2008). Moreover, photographs, examples, videos and making comparisons to student's background knowledge are helpful to activate student's interests about the topic (Echevarria & Vogt 2010). Likewise, the content of the reading and listening

can be more meaningful when students build the intended meaning from the background knowledge; thus, building background is a guidance to connect between the previously known information and the text itself (Carrell, 1983).

2.5 Comprehensible Input

Transmission of understandable information for students means to comprehensible input (Krashen, 1985). Echevarria & Vogt (2010) define that comprehensible input focuses on the importance of clear teacher speech, and understandable variety of academic activities and examples to increase student's comprehension. Similarly, teachers should provide comprehensible input for all the parts of the lesson to assist their students with the difficulties and to decrease the student's anxiety (Burger, 1989).

Krashen (2003) suggested that the results of comprehensible input based methods were better on tests of communication and formal tests of structure. Sheltered subject matter teaching requires comprehensible presentation of the subject for the language learners (Lafayette & Buscaglia, 1985; Hauptman, Wesche, & Ready, 1988).

2.6 Strategies

Strategies points out explicit teaching of learning techniques for students to recognize and use the information (Echevarria, Vogt & Short, 2008). The dynamic learning process also includes student's own questions and supporting the exploring ways to guide the answers (Zhang, 2011). In SIOP[®] Model, the emphasis is scaffolding instruction, and increasing higher order thinking skills (Echevarria, Richards-Tutor, Changes & Francis, 2011).

2.7 Interaction

The messages and the comprehensible input through the teacher's speech and explanations are significant, and teachers can group students to develop their language and the content knowledge (Echevarria, Richards-Tutor, Changes & Francis, 2011). Students might experience difficulties and problems about the task; however, student engagement shows that the involvement in task can provide the achievement of the job (Driscoll, 2011). Thus, the interaction between learners and teachers leads to increasing the language proficiency level via elicitation such as instructional conversations (August & Shanahan, 2008).

2.8 Practice and Application

Activities are used to enhance language and content comprehension. Lawrence (2007) suggests that teachers should provide plenty of activities for students to monitor their students' production. The activities should be done in a setting that learners can practice communication strategies through describing, inquiring for explanation and indicating world knowledge; meanwhile, instructors should support student's engagement with using sentence fillers (Schwarzer, 2009). With the help of activities, learners should also practice both content and language knowledge through integrating language skills such as reading, writing, speaking, and listening (Echevarria, Vogt & Short, 2008, p. 140).

2.9 Lesson Delivery

Teachers teach a lesson that meets the planned objectives, time and student's level. Lesson delivery provides teachers to stay on track, and use the class time efficiently; thus appropriate pacing is vital for lesson delivery (Echevarria, Vogt & Short, 2008). Varela (2010) reports that teachers should clearly integrate the content and language objectives with the lesson, and follow the lesson according to student's ability level.

2.10 Review and Assessment

The key language and concepts, student comprehension are evaluated, and teachers provide feedback to students' performance. Comprehensive review of key vocabulary can assist learners to enrich academic knowledge of key vocabulary through analogy that is the way of process of relating newly words to other words (Echevarria, Vogt & Short, 2008). Thus, repeating and reinforcing language patterns increases student's familiarity with the subject. Furthermore, review can be done through individual word study book which is student-made personal notebook including common words and concepts (Bear, Invernizzi, Templeton, & Johnson, 2004). Moreover, wrap-up technique, summarizing, writing a journal and listing key words on the board are the strategies that can help teachers understand the students' responses to the review (Echevarria, Vogt & Short, 2008).

Periodical review enables teachers to work on students' misconceptions to improve their knowledge, and giving supportive and validating feedback enhance the students' academic knowledge (Echevarria, Vogt & Short, 2008). Teacher's observation is the essential part of the evaluation; hence, teachers should give specific feedback to their students (Echevarria & Vogt 2010). Goldenberg (2008) suggests that regular feedback is beneficial through feedback on positive and incorrect responses, and progress check; thus, re-teaching can be done if it is necessary.

2.11 Limited English Proficiency

Limited English proficiency is the difficulty when students do not have the expected language level. However, Sheltered Instruction has an effect on the success of academic language literacy development, and limited English proficient students (Short, Echevarria, & Richards-Tutor, 2011). After the recognition of student needs, teachers can benefit from useful instructional strategies to guide their students experiencing difficulty (Fiorito, 2006).

The literature reveals how the components of SIOP[®] model are organized and how it can help for limited English proficiency. The current project discusses the issue of limited English proficiency which influences the language performance and creates the problem of comprehension in the target language. In order to improve students' competence in the target language, the framework of the SIOP[®] model provides systematic lesson plan and teaching. Through considering the steps of the SIOP[®] model, instructors can present logically connected lessons to deal with the student's competence in the target language. Thus, the implication of the present research is to reveal the opinions of limited English proficiency and provide suggested solutions through using SIOP[®] model elements.

Methodology

3.1. Research Design

The present research study is designed as a qualitative study to examine the teacher's perceptions of SIOP[®] Model through considering their students' performance in class. With this intention, research questions of this study are: How does SIOP[®] model influence the perceptions of English teachers in terms of student's limited English proficiency, how does SIOP[®] model improve limited English proficiency, and how do teachers incorporate their experiences with sheltered instruction?

Due to the aim, participants and timing of the current study, this study is qualitative since the research questions are subjective and depend on the experiences of instructors participating in this study. This research employed a qualitative study with 10 participants. In this qualitative study, participants were experienced with English language teaching and they shared their experiences about their students who had the limited English proficiency. Data for this study was collected from English preparation school instructors at a foundation university in Istanbul, Turkey. Universities in Turkey had one year English language program for limited English proficiency students. This project is based on individual interviews with English instructors. At the beginning of the interview, the SIOP[®] Model elements and the descriptions were explained to the instructors. During the lesson preparation, key vocabulary, language function and skills, lesson tasks and language learning strategies need to be organized. Then, the instructor should consider the link between past learning and new concepts via KWL charts and pre-reading activities in the building background part. The next step is about comprehensible input focusing on appropriate speech for the students' level, clear explanations through realia, visuals, multimedia, demonstrations and adapted text. While the instructors are presenting comprehensible input, they should consider effective strategies. Strategies also include prediction, self-questioning, paraphrasing, thinking aloud, level study guides and reinforcements. The following step is about interaction, and students need to engage in the subject actively. Interaction increases motivation and attention, and reduces the feeling of making mistakes. Practicing with interacting other students make learning easier. In addition, students need to apply what they have learned. Learners should practice the content with hands on materials and manipulatives, and they need to improve their language process through integration of the skills. The following step of the model is lesson delivery which reminds teachers to keep their track. The instructors should provide a learning environment through communicative knowledge transformation, students' reflection to the subject matter and the high number of active student participation. The final step is about review and assessment which is essential to find out the students' weaknesses and strengths. Based on the students' performance, regular oral or written feedback is necessary for the assessment.

In this research, previously prepared 10 questions were individually asked. Each participant shared their ideas orally. The research attempted to link limited English proficiency problems and the views of the previously conducted research studies through using literary sources. The bond between

SIOP[®] model and the responses for the limited English proficiency are presented in the findings section.

3.2. Participants

In this research, there were 10 (3 males and 7 females) participants who were English language instructors. Their age ranged from 26 to 34 ($M = 30.9$), and the participants were experienced (from 3 to 16 years) and highly educated in English language teaching. All the instructors graduated from English related departments such as English language teaching, English literature and linguistics. The participants had the knowledge and experience in English teaching to limited English proficiency. All the participants also preferred pseudonyms names.

3.3. Procedures and Settings

English language school in Turkey was one year intensive language program, and students were both academically educated and prepared for the proficiency exam at the end of the academic year. Instructors worked with students who had not started their majors at university because of their low English proficiency. Instructors also worked with students who generally had the medical related majors such as medicine, pharmacy, dentistry, nursing, and physiotherapy and rehabilitation. Although the medium of instruction was not English in university, it was given special attention and significant amount of time to English Preparation Program. The allotted time in the curriculum was 24 hours in a week.

The limited English proficiency was the scope of the present research so that the eye of instructors revealed the implications of teaching and students' matters in class. In English preparatory school, English was taught all levels, and some students had no or insufficient English knowledge when they had been accepted to university. The preparatory school instructors aimed to teach English while developing students' content awareness in various subject matters that enabled students to comprehend the academic contents. All of the instructors needed to work on the language of English in four skills to build students' knowledge of English.

3.4 Ethical Consideration

Personal consent and respect for participant voices were considered to understand the nature of research being conducted as well as the contributions to the study. The study mainly included the views of English instructors about SIOP[®] model and English proficiency; thus, personal consent and permission were asked. The participants' involvement was free and voluntary, and participants knew their involvement was for the collection of information through their experiences.

3.5 Instruments and Data Collection

Data were collected to answer questions regarding the effectiveness of SIOP[®] in addressing to improve the limited English proficiency. Semi-structured interview was used in this research. All the instructors were interviewed individually. At the beginning of the interview, the nature and the target of the study were explained, and the interviews were conducted in English and Turkish. Participants were informed that the data received from them would be kept in secret. Moreover, e-mails were used to contact with the participants, and individual participants were eager to share their experience on limited English proficiency, and the responses were helpful to evaluate the issue of limited English with SIOP[®] model. Marshall and Rossman (1989) state that data interpretation is demanding, complex, confusing, inspired and enjoyable elements of qualitative studies. The analysis of notes from the interview helped to shape probable themes. Creswell (2003) suggests that every main theme has a boundary color and all notes need reviewing to organize the data in response to the research questions. In brief, the answers from the interviews were assistive to gain insights about the responses of the research questions in the study.

3.6 Data Analysis

To answer the research questions, the data was gathered and interpreted through qualitative research demands. The study was a qualitative research, and the findings were interpreted and commented through combining the findings with literary sources. The interview data was analyzed and interpreted according to phenomenology. Glesne (2010) suggests that phenomenology makes chosen experiences clear, and the value is the description of experiences. Thus, phenomenology was a qualitative method, and understanding experiences of teachers were used to assess the issue of limited English proficiency. Its purpose was to develop a clarification for limited English proficiency with the help of using SIOP[®] elements, and then the findings of those elements in response to limited English proficiency were categorized. Depending on semi-structured interviews, the data was thematically

divided into parts in order to recognize the causes of limited English proficiency, and then SIOP® elements were given as a recommended solution to the matters in limited English proficiency.

3.7 Limitation of the Study

There were some limitations in this research study since this was a small case study. Findings might not be generalizable; however, they were suggestive data depending on qualitative study. Additionally, although the data was collected through in-depth interviews with experienced teachers, the time was limited for the interviews to examine the limited English proficiency issue which was not easy to define in a short time. Moreover, the personal experiences were somewhat hard to assess from these interviews since they had different language learning and teaching experiences.

Findings

The research questions and interviews were designed to examine and analyze the perceptions and views of the participants. At the initial stage, almost all the participants stated optimistic ideas and positive manners toward SIOP® model and support SIOP® elements. Nearly all the participants believe that the SIOP® elements and educational practices from their experiences are helpful and progressive in the design of foreign language education program.

Through the interviewees' emphasis, the analysis of the data formed many themes and brought the most frequently occurred situations related to limited English proficiency with the recommended common solutions of SIOP® model and considering the evaluation of students. The aspects for the development of limited English proficiency were often recommended in foreign language instruction. *Interest, understandable contents, and supporting language production* are frequently addressed in foreign language classrooms, especially at low level students.

Themes: Interest, Understandable Contents, and Supporting Language Production

The qualitatively developed frame of data gathered for this research suggests that limited English proficiency should occur in any student; nonetheless, the attempts for language development are necessary to use and communicate in English. Thus, 8 instructors in this research considerably recommended breaking down the negative prejudices to learn English through providing interest. 7 participants agree that understandable contexts were essential to make the subject clear for students. 7 participants claimed that supporting language production enables students to produce the language effectively. These three aspects of the themes were the commonly repeated findings in the current study.

4.1 Theme one: Interest

During the interviews, the issue of student's interest was emphasized by all the participants, and it is clear that building students' interest consciously provide an atmosphere to engage in the language activities. Canan said:

“When students are interested in the activities, they are concentrated on their task efficiently. Building background is one of the most important steps to activate student's background information; therefore, teaching content through linking subjects to learner's personal and school experience increases the focus. The idea of interest goes beyond the prior knowledge and connects the current content with the help of familiarization. The benefit of keeping student interest is to increase student's concentration in order to enhance the knowledge of language.”

From the data, it is agreed that the participant justified the importance of asking student's experience to activate the knowledge about the topic. The prior reason is that student's motivation brings concentration, and instructors can provide focus through student's interest. Besides, prior knowledge awakens familiarization that strengthens the student's interest in class. In other words, students may have difficulty in improving their language proficiency when they do not focus well. The issue reveals the importance of student's interest and involvement. Ahmet confirmed this idea stating that:

“Student's unwillingness and indifference reflect pessimistic and boring atmosphere in class; hence, teachers initially need to handle the issue of student's boredom inasmuch as student involvement is fundamental for improvement in language level. Boredom causes the ignorance of the subject and students feel overwhelmed at the end of the lesson. Thus,

teachers need to break tedious aura in class by means of activating students' prior knowledge and getting student's interest."

Through the perspective of the participant, the finding points out that student's involvement helps to remove boredom in class since considering student's interest is necessary to participate students in class activities. The reason is that boredom interferes with the language development. Activating student's interest and background knowledge are the key words to improve the language performance. Minimizing the boredom in class is also suggestive point, and high concentration should be provided in class. The focus on interest was also emphasized by one of the language instructors who added prior knowledge and conscious for developing student's interest. Ezgi said that:

"Preliminary step for student's participation is to provide consciousness about subject and topic that can be done by building background. Thus, teachers can build up student's lack of interest through asking prior knowledge and experiences. Awareness heightens the interest, and when students know and aware of what's going on, they want to participate in lesson through showing their interest."

As it is seen, the aspect of students' interest is helpful to provide awareness. When students are aware of the subject, they can be active in class and concentrate on effectively; thus they can show their interest to the subject. Student's concentration and being active is probable with activating background knowledge, and connecting previous experience with current topic is the suggestive way for focus. The emphasis is that lacking interest can be solved through building student's background. Furthermore, when background knowledge is asked to students, they can feel that they are conscious about the topic. Thus, they can show their interest, and they can focus on the target language structure effectively. Awareness strengthens the student's interest. Similarly, the finding of this research supports motivation that provides interests. According to Deniz:

"Students are demoralized when they do not catch the point in class. Teachers need to ask individual questions to get student's experience about the issue. Motivation usually highlights that instructors should link the material to student's individual interests. For example, the topic is coral reefs, and the instructor can link the topic with seas, oceans, documentaries that students have watched, and pictures/visuals in order to get the student attention. Students' personal answers can be shared in class, so their motivation and involvement can be activated in class."

According to the data in this research, keeping student's attention is possible when teachers ask questions that can activate prior knowledge. Otherwise, students might lose their motivation and concentration on the subject. Thus, teachers need to engage with students by asking questions or having conversations related to the topic which assists to activate background knowledge. Moreover, student's motivation to the subject is necessary for concentration and learning. Hence, instructors need to connect the topic with students' prior experience to increase the motivation in class. The reason was that linking is the key word to keep student's interest. Students need to show their enthusiasm to keep their interests about the subject.

Betül reported that: "Both individual and group enthusiasms are vital to have an effective lesson that brings the development in language level. Students who are low-level students can lose their focus easily, so instructors need to provide vivid aura in class through bringing videos, pictures and personal stories."

Ayşe added the view: "Sharing ideas keep the discussions and learning effectively, and the first aim should be demonstrating instructor's enthusiasm, and then raising student's curiosity assists and motivates students about the subject."

Based on interviews, it is understood that enthusiasm is necessary for motivation, and student's choice and ideas are the additional key words to get student's interest. At the beginning, instructors show their enthusiasm to students for the class task. This influences students' motivation to keep up with the lesson, and teachers should allow students to discuss their students' suggestions and ideas about the topic in order to awake students' curiosity. When students are motivated and enthusiastic, they want to learn more. Hence, getting peer's ideas to enrich the subject is possible with group or pair work. When students focus on individually, their interest can affect group members in

class. After students share their thoughts with their group members, they can create enthusiasm for learning the subject. As long as students reflect their enthusiasm to each other, their enthusiasm or interest can contribute their language development. Group and individual enthusiasm are emphasized since they provide interaction which also keeps student's interest. In addition, when students have difficulty in concentration, instructors can bring visual aids and connect their experience with the topic. The main aspect is that lower level students prefer to see visual and vivid points to comment on the issue which helps both students' concentration and motivation. Due to the fact that visual aids and personal experience can assist weaker students to focus the subject better, they should be considered in lesson preparation.

Based on the data, Fatma and Burak had the similar ideas, and their views were supported the effectiveness of strategy to get student's interest.

Fatma claimed: "Student's choice should be considered to attract their attention to subject; thus, teachers can get student's interest through asking their choices. When students share their options and ideas, they can be more willing to learn and improve their knowledge."

Burak added: "Student's learning progress occurs through the inquiry of their learning. Therefore, students ask questions that are essential for learning. Student's inquiry should be the teacher's strategy."

Building background information is a necessary step to get students' interest, and when teachers introduce the subject through warm-up questions, they should consider students' opinions. On account of the fact that students state their thoughts about the subject, they both interact in class and show their interest to the topic. The inquiry of learning enables learner's interaction, and inquiry skills to develop students' criticizing skills which strengthen motivation and interest to the subject. Owing to the fact that students share their questions and responses in their learning process, they expect approvals or suggestions from their instructors. Teachers need to present comprehensible input to shape students' ideas, and the inquiry of learning is a helpful strategy to enhance knowledge in the target language. Through questions and answers, students share their interests. During the lesson preparation, knowing students' interests and ideas assist instructors to prepare forthcoming lessons and plans effectively.

A part of the SIOP[®] model is the student's interest that can be supported building background, language and classroom strategies, interaction and lesson preparation. The common notion from the interview was that ideal and well-prepared lesson was fundamental to meet beginner English learners' needs. The aspect of careful preparation can save students, and provide sheltered instruction. Student's interest is to strengthen the language enthusiasm and education since engaging students with class activities is possible with student's interest. Thus, majority of the participants stressed that students need to be interested to carry on the subject and to increase their proficient level.

4.2 Theme two: Understandable Contexts

Throughout the interviews, the majority of the participants agreed the importance of passage comprehension. Students can have difficulty in comprehension complex contents which generally occur when students see too many unknown words. According to the data in this research, students can improve their language proficiency through working on understandable contexts. Ayşe and Can suggested giving unknown vocabulary prior to reading.

Ayşe said: "It is important to teach unknown vocabulary prior to reading because teaching vocabulary with plenty of examples and giving chance for students to practice using the new words is the commonly used aspect of making contents more understandable."

Burak supported the idea: "Once students are quite familiar with the words, then they should start reading because students should not worry about the essential words' meaning in contexts. Students should feel comfortable while they are reading."

The data clearly shows that students need to be familiar with the use of the words to comprehend effectively. Providing understandable examples and uses of vocabulary make the contexts more comprehensible. After students learn vocabulary about reading, students feel less stressful and concentrate on the passage better. Teaching vocabulary can be strategies to strengthen reading skill and comprehensibility. Furthermore, understanding context is occurred when there is comprehensible input. According to Gül, Ezgi, Deniz, "Teachers should follow some strategies for the comprehensible input".

Gül suggested: “Using slower rate of speech is helpful during explaining because students follow the teacher. Concentrating, and being able to follow the teacher’s expressions make it possible to comprehend the subject well. Breaking complex sentences into short, simple, easy to follow pieces can be used for students to help their comprehension.”

Ezgi added: “One method that is used is to paraphrase the most complex sentences, so teachers can try to help their comprehension. Paraphrasing is the skill for students to work on the content, so students need to understand the contexts deeply and effectively.”

Deniz supported the idea: “Overall reading and then paragraph by paragraph reading helps students comprehend the text. Additionally, students understand better by guiding them with questions that the teacher has prepared beforehand, and asking the questions after each paragraph helps students to understand the essential information.”

It is clear that participants emphasized the pace of teacher’s speech, breaking into the pieces to follow the lesson, asking questions to develop student’s inquiry skills are considerably helpful strategies to comprehend the contexts. Using appropriate rate of speech is essential for students to focus on the subject better. When students do not comprehend the task, the instructors can use slower rate of speech. Thus, students can follow what the teacher says. Breaking the complex structure into the phrases and emphasizing the key words are assistive for learners who have difficulty in comprehension. In addition, paraphrasing the complex statements can be an effective strategy on account of the fact that teachers can use more simple words to describe the subject. Paraphrasing the content enables learners to notice the different words which widen their horizon about the context. Moreover, students firstly need to get the gist of the text. After they are familiar with overall reading, they can understand and concentrate on the details better. Sometimes students have problems in comprehending the details; thus, teachers can formulate guiding questions in their lesson preparation. Guiding questions are useful to grasp the necessary knowledge. Besides, teacher may need to break tiredness and reluctance in class; thus, they need to take precautions before the class in order to keep enthusiasm in language lessons. Canan and Emre mentioned the importance of visuals and authentic examples to make the reading more appealing.

Canan stated: “I use picture walk activity to introduce the text, so visual aids help student’s comprehend the contexts. Plus, I ask the student’s guesses about the texts and what they will probably learn in the contexts.”

Emre supported: “Through looking at the pictures, and captions, I check student’s prior knowledge and I ask what student’s already know about the picture’s setting and message. Then, asking questions, students need to know the significance of the topic for real life”

The interviews recommend that visuals can activate student’s prior knowledge about the topic, and asking questions students link the pictures with the context. A picture walk provides interaction since students share their views about the visuals. Before reading, students can activate their prior knowledge through visual aids. Photos help students’ comprehension owing to the fact that they visualize the story in the context. At least, visuals give clues about the setting of the reading which helps to feel the story in the reading. Through using the pictures, students attempt to make guesses about the text. Visual aids also enable students to connect the visual images in the reading to their own experience. Hence, building background stage realizes in the SIOP[®] Model. In addition, noticing the importance and the benefits of the reading assists student’s motivation and comprehension. Thus, visuals, authentic examples and breaking the complex sentences into the shorter ones are the strategies that SIOP[®] model can support the limited knowledge of English.

4.3 Theme three: Supporting Language Production

Supporting for language production is the issue that is gathered from the interviews. It is considerably significant aspect of language since students prove their language knowledge when they produce and use it. Ahmet and Betül stressed that the use of language can be probable with the help of language production.

Ahmet said: “Student’s language production improves the fluency with the help of practices, so they are aware of using complex structures.”

Betül highlighted: “Teachers are role models, and they should give clear examples to support both the comprehension and the production, so the use of repetitions, paraphrases, key words help to expand student’s production.”

Teachers feel that practices and repetitions with the help of clear examples reinforce the students’ production. Complex structures are occurred when the level is increased, so students need to be aware of using complex structures to use the target language effectively. Learners need clear examples and definitions to practice the advanced grammatical structures in English. Teachers can be the guiders for the learners to improve their grammar; thus, instructors should use understandable contexts, make lots of practice and revision to develop their students’ production. Similarly, paraphrasing and summarizing are also effective strategies to build up students’ production since students retell the context with using different words. Besides practice and application, peer interaction can assist to improve student’s language production. According to Gül, Emre and Fatma, students enhance English production through peer interaction.

Gül mentioned: “Speaking activities are helpful to engage students in language production, and I prepare activities to reinforce student to student interaction or group interaction since language learners need to use English to explain their ideas and they should also contribute to the class task to fulfill learning.”

Emre suggested: “Language production gives students to evaluate their performance and learning, and student usually feel more comfortable when they are with friends, so doing practices with friends develops language production.”

Fatma said: “Peer support is less overwhelmed and easier to communicate with using target language since students do not feel under pressure, so their participation and involvement can be provided through peer support.”

The key points from the interviews are practice in student interaction, peer support, and less stressful with friends. One of the communicative skills is speaking that strengthens student’s production with the help of engaging group activities. Language should be used in communicative purposes to reinforce the production; thus, student’s sharing ideas can indicate their production performance in the target language on account of the fact that exchanging opinions enable learners to build up their critical thinking skills which are essential for effective production. In addition, language production is the opportunity for the students to perform and use what they have learned before. Students can have conversations in English with their friends due to the fact that peer support is less stressful, and students produce what they know without pressure. This increases the student’s participation through language production. Apart from interaction, students should engage in productive activities for the ideas about evaluation. Burak and Ayşe stated the issue of review and assessment of the language production.

Burak recommended: “I assign students to do peer review and comment on the topics what the friend has written. This reinforces student’s critical thinking skills.”

Ayşe stated: “Peer assessment and review enables student’s to make judgment which enhances the production and the point of views.”

The participants agreed that peer assessment increased the language production, and critical thinking. Peer review is the comments that are done by classmates in order to develop student’s performance. While students are making comments for their peers, they increase their critical thinking skills to check what the strengths and weaknesses are. Through peer assessments and reviews, students produce judges to assist their friends to be proficient in the target language.

The majority of the participants in the research agree that practice and application enable students to be creative, practical, and inspired. Consequently, SIOP[®] model defends that practice provides production through inquiring, explaining, and indicating the contents. As a result of instructors’ experiences in English language teaching, building up student’s lack of interest, handling complex contents, and supporting language production are assistive for limited English proficient students in order to develop their comprehensibility and production in the target language.

Discussion of Findings

Through the use of a qualitative study design, three major themes occurred that are interest, understandable contexts, and supporting language production. These themes are the contents of the SIOP® Model.

Theme one is the interest which highlights student's motivation and consciousness. Interest which points out that starting lesson through student's experience and engaging in background knowledge awakens interest into the lesson. Current concepts and topic can be connected with the past learning experience. Connecting student's ideas with the reality and the concepts in the book hold student's attention effectively. Based on the interpretation of the data, learners need to activate background knowledge and experiences with the help of getting their interest to the subject. In addition, the notion of assisting learners is possible when they connect the new concepts with their individual background and past learning (Echevarria & Vogt, 2010). Usually, activating prior knowledge shows teacher's care that results in getting student's interest. Thus, teachers should initially begin the topics that students are familiar with, and then they can put exposure to unfamiliar ones (Jiménez & Pearson, 1996; Vogt, 2005). Familiarization helps to notice awareness which brings interest to the lesson. Moreover, visual representation through photos and videos are helpful to get student's motivation and interest. Likewise, providing the instructor's meaningful experience also influences students. Modeling and telling objectives to students also bring more interest.

The findings from the interviews support the idea of motivation that indicates student's interest. Additionally, motivation is the key aspect of the interest, and teachers need to rethink the motivational aspects and well-being in education (Jensen, 2005; Suarez-Orozco, Suarez-Orozco & Todorova, 2008). Furthermore, the data in this study reveals that conscious shows the student's interest since when students are aware of the points, they keep on working the subjects. Villegas & Lucas (2007) also claim that awareness has impact on student's experience that enriches communication and develops optimistic interaction in class. Thus, the results of the study indicate that instructors should get limited English proficient students' interest to build up their knowledge.

Theme two emphasizes understandable context which reinforces the comprehension in the target language. Depending on the data in the current study, unknown words prior to reading the passages can make the essential points more clear in the reading text; thus, students enrich their vocabulary. Teaching vocabulary before prepares and warms students to the contextual vocabulary knowledge (Short & Echevarria, 2004). This is effective for limited English proficient students since their vocabulary might be limited. Hence, reinforcing vocabulary through clear and authentic examples assists their comprehension and makes the content comprehensible. Besides, learners need to practice essential vocabulary in the context as well as explaining, confirming and arguing the predictions (Vogt, & Echevarria, 2008).

The data in this research recommends the aspect of adjusting speech that is based on student's level; thus, the pace of explanation should not be too fast or too slow. This strategy reduces the complexity of language contexts, and teacher's clarification make the content more comprehensible for limited English proficient students. Additionally, instructors can give ample time for struggling students to support reading the texts (Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011). Furthermore, teacher can use gestures and pantomime to explain the notions obviously (Echevarria, & Vogt, 2010). Additionally, using visual aids such as pictures, charts and graphics are assistive elements to reinforce student's awareness of the topic that helps them focus on the context and make the content more understandable (Scarcella, 2003). Furthermore, graphic organizers, outlines, leveled study guides, audio texts and jigsaw reading are efficient to adapt students into the content (Echevarria, Vogt, & Short, 2008).

The results of this research points out when low level students work on lengthy passages, breaking into the smaller pieces such as paragraph by paragraph or paraphrasing can be used. Thus, understandable context emphasizes to help students to explore and practice in the target language. Level appropriate texts ensure to comprehend content concepts. Moreover, the data in this research suggests that questioning helps limited English proficient student to comprehend the context better. Preparing questions are essential to support reading comprehension since inquiring promotes strategic and critical thinking (Dole, Duffy, Roehler, & Pearson, 1991). Thus, limited English proficient students can be supported through the strategies of working on following smaller pieces of information, and asking questions to motivate them to the context.

Theme three highlights supporting language production in terms of awareness of complex constructions that can be reinforced through repetitions, interaction, peer support and review. Supporting language production emphasizes the meaningful activities for language production. The activities can be based on interviews, creating a video, pen pals, writing and exchanging letters, discussions and blogging to practice content and structure knowledge (Echevarria, Vogt, & Short,

2008). The data in the current study states that low level students improve their production to support the use of variety structures. Thus, lower levels of proficiency should model the variety of structures to formulate their own similar English expressions (Echevarria, & Vogt, 2010). Therefore, repetition of producing the similar structures increases the familiarity and promotes the use of variety statements. Using variety of structures also indicates the development in language level. Paraphrasing is also one of the effective ways to produce the language; thus, students use and produce their own words.

The interviews in the current study reveal that interaction is the part of the language instruction and production. Clear instruction and example of the task assist students to expand their production. Additionally, peer interaction in the target language can be both supportive and comfortable to produce and practice what they have learned. Authentic conversation among friends highlights the production and sharing information through producing the language. Hence, Vogt & Echevarria (2008) suggests that authentic conversations and discussions support the language production and expressions. Depending on the interviews, the researcher believes that engaging students in group activities enable them to enrich their productive and critical skills. In addition, the study finds that peer review enhances the critical skills since students inquire and confirm peer's expression; thus, they produce their argument in the target language. Thus, the common types of strategies are to provide active engagement with the task through communicative interaction such as peer interaction and interactive discussions.

According to the reflections of the participants, the concepts of interest, understandable contexts, and supporting language production are significant for the development of limited English proficiency. Considering SIOP[®] Model elements support improvement by means of dealing with the issues in the language classrooms. SIOP[®] influence is obvious from the initial stage to later stages. The interviewees were experienced majority stages of SIOP[®] elements. They explained the aim of the model was to reach the perfect and ideal lesson for English learners. Thus, participants agree that all the details of the lesson preparation, teaching and learning were thought to carry on the ideal language instruction.

Conclusion

The results of this study might be used to organize foreign language classroom. SIOP is a framework for language teachers who especially have struggling learners. Guided lesson planning strengthens interest, provides understandable contexts and supports language production, and they are frequently mentioned within SIOP perspectives. SIOP[®] Model elements and suggestive data in this study allow directing foreign language learners to deal with the commonly occurred concepts which are interest, understandable contexts and supporting language production. The data might be assistive for language preparatory school instructors and all English teachers in terms of developing better lesson plan and instruction. Sheltered instruction is a helpful guide to enhance effective classroom instruction, and it also builds student's confidence to communicate in the target language. Hence, the data might also guide English teachers about the language teaching strategies.

After the analysis of the collected data, this researcher believes the efficiency of SIOP[®] Model elements in response to the limited English proficiency, particularly in lesson preparation, interaction, student's interest, activating prior knowledge for motivation, providing understandable contexts, inquiring and critical skills, and supporting language production. These aspects may offer the probability to decrease the matters in language classrooms, and address the consequences of language development.

The findings for this research were collected from the instructors teaching at English preparatory classes. Thus, further research can be done with high school, middle school and elementary school English teachers to reveal more teachers' perceptions about the SIOP model. Lastly, similar researches should be necessary in regular periods by English teachers since they need to develop their instructional strategies to provide effective and understandable learning. Thus, the feasible components of the language instruction can be more valid with the help of the research contributions.

As a result, this paper offers evidence of SIOP[®] Model strategies to contribute foreign language classrooms to enrich the learning atmosphere within optimistic perspective. The data concludes that SIOP[®] elements and strategies are to create the ideal learning setting.

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Appendix A

Interview Questions

- 1) What are the key factors when you plan your lesson? Which components or features of the SIOP Model do you already incorporate?
- 2) Building background is about providing the link between the past learning and new concepts. How do you activate students' prior knowledge and building background?
- 3) Do you think that it is important to use a variety of questioning strategies with English learners? Why?
- 4) What makes the activities the meaningful? How would they provide language practice?
- 5) Which techniques or strategies are helpful when students read, write, listen and speak about new information? Which specific activities do you use in your class?
- 6) What kinds of activities do you do for students to work together? How is the interaction part of the instruction?
- 7) How can you differentiate instruction to meet the needs of learners when they have difficulty?
- 8) What are some ways to provide constructive and specific academic feedback to students? How will you assess or monitor students' learning?
- 9) What are the common problems in your English classes? How can you solve them with using SIOP model?
- 10) What is your view on the effectiveness of SIOP in teaching language?