



## The importance of SIOP (Sheltered Instruction Observation Protocol) model lesson planning in teaching English

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### ARTICLE INFO

**Article history:**

Received August 2024

Received in revised form

15 September 2024

Accepted 25 September 2024

Available online

15 October 2024

**Keywords:**

SIOP,  
content knowledge,  
SIOP components,  
language teaching.

### ABSTRACT

This article discusses one of the most efficient modules that is being implemented worldwide by educators to promote language acquisition and content in the classroom. The SIOP (Sheltered Instruction Observation Protocol) is a very productive way of delivering not only subject matters but also skill-based language classes. Many researches have proved the model to be efficient in mastering learners' language proficiency. In this article, some of the research findings are discussed related to the topic having reviewed recently published articles. Then further suggestions are provided.

2181-1415/© 2024 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol5-iss9/S-pp290-294>

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## Ingliz tilini o'qitishda akkp (ajratilgan ko'rsatmalarni kuzatish protokoli) asosidagi dars loyihalashning o'рни

### ANNOTATSIYA

**Kalit so'zlar:**

AKKP,  
fan doirasidagi bilimlar,  
AKKP tarkibiy qismlari,  
til o'qitish.

Ushbu maqolada butun dunyo bo'ylab o'qituvchilar tomonidan tilni o'zlashtirishda hamda ma'lum fan doirasidagi bilimlarni chet tilida o'qitish uchun joriy etilgan eng samarali modullardan biri muhokama qilinadi. AKKP-Ajratilgan Ko'rsatmalarni Kuzatish Protokoli moduli nafaqat fan doirasidagi mavzularni, balki til ko'nikmalarini rivojlantirishga asoslangan dars jarayonlarini tashkil etishning juda samarali usulidir. Ko'pgina tadqiqotlar ushbu modul o'quvchilarning til bilimlarini o'zlashtirishda samarali ekanligini isbotladi. Ushbu maqolada so'nggi paytlarda nashr etilgan bir nechta maqolalar tahlil qilinib, ulardagi mavzu doirasidagi tadqiqot natijalari muhokama qilindi va qo'shimcha tavsiyalar kiritildi.

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# Важность модели планирования урока SIOP (протокол наблюдения за защищенными инструкциями) при обучении английскому языку

## АННОТАЦИЯ

### Ключевые слова:

SIOP,  
содержание знания,  
компоненты SIOP,  
обучение языку.

В статье рассматривается один из наиболее эффективных модулей, используемый преподавателями по всему миру для содействия овладению языком и учебным содержанием в классе. Модель SIOP (Протокол наблюдения за защищенными инструкциями) представляет собой продуктивный подход к преподаванию, который успешно применяется как для обучения предметным дисциплинам, так и для языковых занятий, основанных на развитии навыков. Многочисленные исследования подтвердили эффективность этой модели в улучшении языковой компетенции учащихся. В статье приводятся результаты различных исследований, освещающих данную тему, с опорой на недавно опубликованные работы. Также предложены рекомендации для дальнейшего применения модели.

## INTRODUCTION

As language teaching is becoming a crucial aspect of educating capable and qualified youth, more and more educational institutions tend to face more challenging tasks in delivering content in a foreign language because most students have low proficiency levels. It required professionals in the field to work out a new module allowing educators to incorporate language teaching into the learned content so that learners would not feel overwhelmed. So, researchers have developed a new model of teaching the content in a foreign language, i.e., English as a way out, to promote lesson efficiency.

## OBJECTIVES OF THE RESEARCH

**The research questions of the study are as follows:**

How is the SIOP model implemented to promote language awareness in EFL classes?

What are the research findings on the application of the SIOP model in terms of improving lesson efficiency?

This article describes the stages, components, and efficacy of the Sheltered Instruction Observation Protocol (SIOP) model, along with some of the recent research findings in the field.

## METHOD OF THE RESEARCH

The research design was a descriptive and systematic review. I searched for keywords and concepts related to my research topic—such as “SIOP model,” “SIOP in teaching language modes,” “SIOP components,” and “SIOP lesson planning”—using online scientific sources like ERIC, Elsevier, ResearchGate, Google Scholar, and Academic. First, I thoroughly read several related articles to understand the key concepts and draw conclusions. Then, I summarized the research findings, principles, and benefits of implementing the SIOP model in teaching English.

## REVIEW OF LITERATURE AND RESULTS

According to Echevarria, Jana Sh., and Deborah J, Sheltered instruction is an educational approach designed to make academic content more accessible to English language learners (ELLs) while promoting their language development. It involves modifying instruction to accommodate students' language proficiency levels and providing additional support to help them comprehend and engage with material effectively. [1] Moreover, "It is an approach for integrating language and content instruction in either content areas or language development classes" [2] The effect of this model on teaching the subject is claimed by the author as "content curriculum to students learning through a new language. Teachers employ techniques that make the content concepts accessible and develop students' skills in the new language" [3] As the author mentions the model aims to enhance the language modes of the learners through the content material. As Deborah and Short claim, "The SIOP Model is a framework for teachers to present curricular content concepts to ELLs through strategies and techniques that make information comprehensible to the students. While doing so, teachers develop student academic language skills across the domains of reading, writing, listening, and speaking" [4] While doing so, teachers may reach language and content goals through various techniques, but the focus on academic literacy is vital. For example, students may make a presentation on the economic crisis, or discuss the greenhouse effect in small groups practicing learned topic vocabulary and language frameworks. [4]

## DISCUSSION

At first, the SIOP model was designed for teachers who taught the content in the second language, but later it was implemented by English language teachers to teach topic vocabulary, informative reading passages, etc. to master language skills. [4] According to the three studies held by Deborah J. and Short in the USA, students of the teachers who were trained and implemented SIOP model in teaching the content in the second language showed more academic success. They better gained language proficiency than those whose teachers were not trained and did not apply the model in classes. The authors confirm that "the SIOP Model offers a promising approach to professional development that would improve the quality of instruction to ELLs and enhance their English language achievement." [4] The SIOP model includes 8 components containing 30 features. Each component and features play a vital role in designing a lesson plan based on the SIOP model.

### Component 1. Lesson preparation

1. Content objectives are clearly defined, displayed, and reviewed with students.
2. Language objectives are clearly defined, displayed, and reviewed with students.
3. Content concepts are appropriate for the age and educational background level of students.
4. Supplemental materials are used to a high degree, making the lesson clear and meaningful.
5. Links are made explicitly between past learning and new concepts.
6. Key vocabulary is emphasized for students to see.

### Component 2. Building background

7. Adoption of content is made to all levels of student proficiency.
8. Meaningful activities are used to integrate lesson concepts with language practice opportunities.
9. Concepts are explicitly linked to students' background experience.

### Component 3. Comprehensible input

10. Speech appropriate for students' proficiency levels is modeled. 11. Clear explanation of academic tasks is intentionally made. 12. A variety of techniques are used to make content concepts clear.

**Component 4. Strategies**

13. Ample opportunities are provided for students to apply learning strategies. 14. Scaffolding techniques are consistently used to assist and support student understanding. 15. A variety of questions or tasks are used to promote higher-order thinking skills.

**Component 5. Interaction**

16. Frequent opportunities are provided for interaction and discussion. 17. Grouping configuration is used support language and content objectives of the lesson. 18. Sufficient wait time is provided for student responses consistently provided. 19. Ample opportunities are provided for students to clarify key concepts as needed.

**Component 6. Practice and application** 20. Hands-on material and/or manipulatives are provided for students to practice. 21. Activities are provided for students to apply content and language knowledge. TESL-EJ 20.1, May 2016 Song 26 22. Activities are used to integrate all language skills. 23. Content objectives are supported by lesson delivery.

**Component 7. Lesson delivery** 24. Language objectives are supported by lesson delivery. 25. Students are engaged approximately 90% to 100% of the class period. 26. The pacing of the lesson is appropriate to students' ability levels.

**Component 8. Review and Assess** 27. Comprehensive review is provided to review key vocabulary. 28. Comprehensive review is provided to review key content concepts. 29. Regular feedback is provided to students on their output. 30. Assessment is done for student comprehension and learning of all lesson objectives. [6]

In the lesson planning process, educators are suggested to implement all features within 8 components, yet there is no set lesson plan template to follow so that teachers can modify it depending on the context they are teaching [5]. However, unlike other lesson plan templates, the SIOP model is intended to implement as a series of lessons wholly. Echevarria et al confirm that "The SIOP Model is not a step-by-step approach. Rather it is a system for lesson planning and teaching that ensures research-supported combinations of features are present in every lesson. As a framework, it allows for some natural variation in teaching styles and lesson delivery, including inquiry lessons. However, as a tested model that improves student achievement, the SIOP's features need to be practiced daily in a systematic way, not selectively and occasionally" [7]

**CONCLUSION**

Having reviewed the articles, it can be concluded that the SIOP model can be a key to students' high academic achievements and language awareness if applied with fidelity by the teachers. Not only does it provide helpful techniques for gaining content knowledge, but also it enables learners to master all language modes at the same time.

**FOYDALANILGAN ADABIYOTLAR RO'YXATI:**

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