

A Study on the Application of SIOP Model in College English Teaching

Ying Yan

Xi'an Eurasia University, Xi'an, Shaanxi, 710065

Abstract: Sheltered Instruction Observation Protocol (SIOP) Model is an approach for teachers to integrate content and language instruction to students learning through a new language. The SIOP Model is widely used in the ESL classes in the United States, and it can be applied to a widely range of educational program designs, including the English courses in colleges and universities. This article examines eight key components of SIOP Model and implications for college English teaching in China.

Keywords: The SIOP Model; College English Teaching; English Classes

The SIOP Model is best suited for mainstream content courses with English learners and struggling readers as well as content-based ESL courses and sheltered content courses that are a part of an English language learning program of study. Specifically, the SIOP is made up of thirty features in total, which are broken down into eight main components: lesson preparation, building background, comprehensible input, strategies, interaction, practice & application, lesson delivery and review & assessment. These eight main components would be discussed in the following.

1. Lesson Preparation

Normally, non-English major Students would enroll a two-year English study course after entering the university. Students typically enroll in English courses based on their academic interests rather than their level of language proficiency. As a result, there are many different educational backgrounds and levels of English proficiency in a single class. Therefore, English teachers should prioritize setting clear, appropriate language objectives during the lesson preparation.

In effective SIOP lessons, language and content objectives are systematically woven into the curriculum of one subject area, such as ESL classes, which have different levels as beginner, intermediate or advanced. Teachers must develop the students' academic language proficiency consistently and regularly as part of the lessons and units they plan and deliver (Echevarria & Graves, 2007; Short, 2002).

When formulating language objectives, teachers should seriously consider the following four categories: academic vocabulary, language skills and function, language structures or grammar, and language learning strategies. The teacher's speech, the class discussion, the reading and writing assignments, and the lesson activities are just a few examples of how language will be used during the lesson. Then, while considering the subject matter and the students' level of academic language acquisition, write an objective that a teacher will specifically address in the lesson. Teachers should compile a list of supplemental materials and engaging student activities before beginning to plan lessons. Teachers must make the content much simpler for students with lower language proficiency if they are to meet the objectives. Additional materials such as background information reading materials or YouTube videos, or meaningful activities related to the content would be useful.

2. Building Background

A university English class has a diverse student population. Students might be from a different hometown or come from a suburban or urban area. Consequently, their viewpoints on a particular subject may differ. Three key components of building background are developing key vocabulary, making connections between prior knowledge and new knowledge, and concepts related to students' backgrounds. It is crucial for teachers to explicitly link new learning to the subject matter, vocabulary, and ideas they have already covered in class, in addition to providing students with background knowledge. In a student-centered class, previewing and reviewing

would be important for all students to go over the knowledge as well as to understand a complete passage of what they are learning. For a better comprehension of the various academic English passages, vocabulary learning is fundamental. Teachers should pay special attention to input content vocabulary, general academic vocabulary, and word parts including roots and affixes when building background information in the class. Some strategies may include making academic word lists and building word consciousness.

3. Comprehensible Input

Comprehensible input is much more than simply showing pictures as visual clues during a lesson. It involves a conscious effort to make the lesson understandable through a variety of means. In a typical English class, it is exceptionally common that instructors utilize much more Mandarin than English within the lesson when they are instructing. They believe utilizing Mandarin would be the quickest way to input the knowledge. However, to create the comprehensible input, communication is made more justifiable through discourse that's fitting to students' capability levels. One strategy is that the teacher speaks more slowly, but in a natural way, for students who are beginning English speakers. More repetition may be needed for beginners and, as students gain more proficiency in English, the teacher adjusts his or her speech for the students' levels.

English learners at all levels perform better in academic situations when the teacher gives clear instructions for assignments and activities. In this manner, within the English class, it is critical for English learners to have instruction presented in a step-by-step manner. SIOP teachers go over every aspect of the lesson, showing visuals with each step, in case required. Besides, a variety of techniques used to make content concept clear, such as gestures, body language, pictures, a model of a process and multimedia.

4. Strategies

Instructing and learning techniques ought to be associated when the lesson is displaying. Students-oriented classes are progressively showed up in as of late a long time in China. Compelling SIOP instructors inquire questions and give errands that advance basic considering. For example, when sharing a reading passage, teachers could provide several pre-reading questions and ask students to discuss in groups. After learning the passage, some critical-thinking questions ought to moreover be recorded. Students would be able to work in groups or individually to provide the answers to the class. By discussing these answers, students can think more deeply and think from different perspectives. Instructors ought to give with successful, inventive, and generative instructing whereas students are learning the language.

5. Interaction

Interaction means instructors create ample opportunities to practice using academic language, not just social English. Observing in the traditional English classes, students work in small groups or with partners is normal in nowadays' English setting, but why are there so few opportunities for students to interact in typical classrooms? The fact of the matter is that the teachers talk a lot in class. When students were given the chance to respond, the responses are typically limited to straightforward information-recall statements. On the other hand, the SIOP teacher promotes student participation while allowing for a balance of teacher-to-student interaction. frequent chances for interaction and discussion between students and between teachers that promote in-depth responses to lesson concepts. Additionally, grouping arrangements support the lesson's linguistic and conceptual goals. Teachers need to allow enough time during the interaction for student responses.

6. Practice & Application

Reading, writing, listening, and speaking are all mutually beneficial language processes. The complex cognitive language processes of reading, writing, listening, and speaking are linked and integrated. Effective SIOP teachers are aware of the importance of providing English language learners with numerous opportunities to practice and use all four language processes jointly. Teachers can provide hands-on materials and manipulatives for students to practice using new content knowledge in the classroom. In-class activities integrated all language skills can also be provided for students to apply content and language knowledge. These activities could be foldable and flip charts for students to organize information; running dictation for students to memorize and recall information; or reader's theater and role plays for students to build oral fluency and reinforce content knowledge.

7. Lesson Delivery

When a SIOP lesson achieves its goals, it is effective. The objectives for a SIOP lesson should be observable, measurable, and assessable. The following suggestions can assist a teacher in monitoring student progress toward goals and encouraging student engagement. The teacher asks everyone to think of an answer or respond to a prompt, then tell it to a partner before calling on some students to share responses with the entire class. This is done in place of asking questions to the entire class and asking two or three students to respond. Students may also be required to prepare a two–three-minute oral summary on a topic that they choose or that

the teacher assigns.

8. Review & Assessment

Teachers should review lesson objectives, including key vocabulary and key content concepts, as well as assess lesson objectives, providing regular feedback on student output and assessing student comprehension of objectives. Paraphrasing is very important in English learning process, especially for English reading. Regular paraphrasing supports students' understandings.

The SIOP Model is developed for teachers as a resource for increasing the effectiveness of instruction and provides concrete examples of features for English learners, allowing observers to provide specific feedback on lessons. English teachers in China should remember that learning to implement the SIOP Model is a process. Not all features will be observed to a high degree in the beginning stages.

References:

- [1]Dalton, B., & Grisham. D. (2011) .eVoc strategies: 10 ways to use technology to build vocabulary. *The Reading Teacher*, 64(5), 306-317.
- [2]Echevarria, J., & Graves.A.(2007).Sheltered content instruction: Teaching English language learners with diverse abilities (3rd ed.).Boston: Allyn & Bacon.
- [3]Jana Echevarria, MaryEllen Vogt, & Deborah J. Short.(2012). Making content comprehensible for English learners: The SIOP Model (4th ed.). London: Pearson.
- [4]Short, D. (2002). language learning in sheltered social studies classes. *TESOL Journal*, 11(1), 18-24.

About the Author:

Ying Yan (1992.9-); Gender: Female; Ethnicity: Han; Nationality: Chinese; Education: Master's Degree; Job title: Instructor; Research direction: Curriculum and instruction.