

The Impact Of SIOP Model Based On Active Learning In Developing English Speaking Skills Through Science Among 6th Graders.

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Abstract

This study aimed in investigating the impact of using SIOP model based on active learning in developing English speaking skills through science among six graders. To achieve this purpose the researchers chose a purposive sample from AL Wehda Private Languages School west-Gaza (Palestine). The researchers used the quasi experimental design as the experiment was applied on one group of 20 students (male and female). The researchers determined the sub skills of speaking which were aimed to be developed according to a content analysis of the (Earth &Space) unit, which is the third unit in English science syllabus. Consequently, the researchers designed tool of the study which was represented by an observation card which was used to observe the response and the performance of the students before implementing the suggested model including some active learning strategies which were think, pair and share strategy, fishbowl strategy and jigsaw strategy. After finishing the experiment, the performance of the students was observed and the results were statistically analyzed. The results showed the using of the suggested model has a clear impact on the speaking skills. According to these results the researchers recommended to use the SIOP model in teaching English language through content as in science, history, math and literature in which other skills can be developed. Also, they recommended that more researchers should be dedicated to examine the role of SIOP model in the process of improving other language aspects and skills.

Keywords: *SIOP, EFL, speaking skills, active learning, CBI.*

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I. Introduction

English is a universal language which can be highly utilized for correspondence and communication with others for many purposes, such as, science, technology knowledge, business, and for academic purposes. It is considered as a foreign language for most of countries where their people study it beside their mother language because it is an acceptable tool for global communication between different nationalities. It has become the most important foreign language on the planet as it is the significant methods for correspondence around the world (Hamdona, 2007; McKay, 2002; Sharifian, 2017).

Speaking is one of the language skills that are needed to complete communication process that the learner needs to understand all features of the language, and helps him in learning it successfully. It constitute the most demanding and challenging part of a language learning process particularly for EFL learners. It is also the most important and useful dimension in that without achieving successful interactions nobody can be regarded as proficient in the target language (Yaman, 2014 ; Ahmad, 2016).

In teaching English language, Bolaños, (2013) mentioned that to achieve a better teaching and learning process there are many methods, approaches, and techniques. There are two effective approaches to teach English language which are communicative language teaching (CLT) and content-based instruction (CBI). The major difference between these approaches is that (CLT) is a language-driven methodology; concentrating on the

language itself. While (CBI) is a content driven which puts a hard attention on how to manage the showed highlights inside important setting.

The students, who learn science and math in English, beside English as a separated curriculum relates to the grammar and literature face many problems in the speaking skills as fluency, accuracy, including, pronunciation, interaction and communication responses. So the researchers suggest SIOP model as one branch of content based instruction to be implemented to focus on learning speaking skills through learning science. The theoretical supporting of the model is that language acquisition is enhanced through meaningful use and interaction. Therefore, Through the study of content, students interact in English with meaningful material that is relevant to their instruction. Because language processes, such as listening, speaking, reading, and writing, develop interdependently.

II. Literature Review

According to Najjar, et al., (2015) the education system of Palestine has embraced the educating of English for various reasons. Firstly, Palestinian students must learn English effectively to exchange information and thoughts with individuals of various societies. Secondly, to know how to communicate in English language is the most basic trait for tomorrow's laborers. So, it was needed to be concentrated in scholarly world. Finally, Some reasons concerning the motives for instruction viable English include English's place as an internationalized language, the usage of English in the work advertise, the significance of English as like the language of globalization and the basic role of English performs of the world economy.

According to Finocchiaro & Sako, (1983) defined speaking as it is the mastery of grammatical structure, vocabulary and cultural perceptions, pronunciations, stress and intonation in authentic functions of communication.

Among several definitions of speaking skills, Chaney & Burk, (1998, p.13) defined speaking as "the process of building, and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts".

The researchers stated speaking skills as productive skills in which the learner can clarify, justify, transfer his thoughts and his ideas. Thus, speaking is a process in which the student can prove his learning language by using suitable vocabularies and structure beside his learning of a certain knowledge as scientific facts or scientific terms.

The importance of speaking is being one of the abilities that is wanted to operate a dialogue and an interaction among people. It is also the access to transfer thoughts, ideas and messages orally, so it is important to use the language in real conversation by encouraging the students to communicate in English (Lahijan Branch & Pourhoseingilakjani, 2016; Leong & Ahmadi, 2017).

In the same context, Bolaños, (2013) pointed out that one of the proving that the language has been learnt is the ability of the students in organizing a real dialogue and using daily vocabularies. This was the result of a tremendous communicative association between the teacher and the students. The communicative activity should be unbounded to create a great confidence speaker and listener to acquire the best way in communication.

The researchers pointed out, the importance of learning how to speak well is clear in our country because they are the skills in which we can clarify our thoughts, ideas and believes. Moreover, speaking is the way in which we can transfer our issues to let all the world not only to hear our Palestinian voice but also to inform them our dreams and rights.

Abrar et al., (2018) indicated that there are two sets of factors which represent the obstacles to speak English language for EFL learners. These factors are interior as learner's low stimulus, anxiety, and also the negative attitude towards learning the new language. The second set is about external factors which represent in classroom general environment, besides the terrible comments from instructors and from peers. These factors may avoid the learner from effectively engaging and ultimately make it hard to collaborate and to talk.

The researchers summarized that most of difficulties confronting EFL 6th graders in communicating English precisely are linguistic and psychological obstacles. the linguistic difficulties incorporate the following: lack of vocabularies required in certain circumstances, and failure to use the words in new right settings. Though, the mental impediments can be perceived in the accompanying: EFL learner a few cases anxiety submitting mistakes in front the class, terrible of analysis or being shamed of overlooking what they have to state, or basically short of the consideration that their talk pulls in.

In another context, learner-centered teaching involves cooperation between students by dividing them into small groups during educational activities, which gives them a chance to discuss their expectations, interpretations, procedures and the data they get with the help of their peers before finishing the activity. Learning within cooperative groups deeply affects the whole personality of learners: cognitively, emotionally and socially, cooperative learning had led to developing students' perceptions and increasing their level of self-esteem, academic achievement and feelings. Moreover, the positive effect of cooperative learning on developing academic

self-motivation among learners in addition to increase their participation in classroom activities and educational assignments (Qutoshi & Poudel, 2014).

Demirci, (2017) discussed that students in active learning are required to be involved in a dynamic partnership in which the teacher and the students share a vision of obligation regarding guidance in an environment. So the students can learn content, create reasonable information, and get language through a revelation arranged way to deal with learning.

Different programs for sheltered instruction incorporate content and language integrated learning (CLIL), sheltered English immersion (SEI), and specially designed academic instruction in English (SDAIE). All terms denote classrooms in which students are learning content in a language that is not their first language (Herbert & Bond, 2013; Kareva & Echevarria, 2013).

Despite the fact that CBI is not new, there has been an expanded interest in it in the course of the most recent years, especially in the USA and Canada where it has demonstrated extremely compelling and an operative in ESL contribution programs. This consideration has now spread to EFL classroom around the globe where educators found that their students like CBI and they are excited to learn English along these lines. Sheltered CBI is called "sheltered" in light of the fact that students are given extraordinary assistance to help them to comprehend in ordinary classes. Two teachers can coordinate to give way in a specific subject. One of the instructors is a content master and the other is an ESL teacher. They may show the class together or the class time might be isolated among them. For example, the content expert will give a short talk and a short time later the English teacher will watch that the students have measured the huge words by keeping an eye on them later (Davies, 2003).

Snow, (2001, p. 303) CBI as "it is the use of subject matter for second/foreign language teaching purposes. Subject matter may consist of topics or themes based interest or need in an adult EFL setting, or it may be very specific, such as the subjects that students are currently studying in their elementary school classes".

Also, CBI refers to the combination concerning school or academic content objectives with language-teaching objectives (Burger & Chrétien, 2001).

The researchers summarized the CBI as it is an instruction in which the English language is learnt through delivering content so there is an integration between language and content, and they found the sheltered instruction and CBI to be adapted to Palestinian environment in which the students can learn English language skills through content by using a model of sheltered instruction which is (SIOP) model.

Academic language can not be produced in isolation of communication. A language rich classroom provides the opportunity for communication, and the need to communicate provides the opportunity for ELs to develop both social and academic knowledge. Through using strategies to support language development, ELs are encouraged to use language which is suitable for both content and language development. With teacher guidance, learning academic language is possible when ELs engage in conversation with peers. The application of learning strategies guides this development. In CBI, the lessons are built on the subject matter and not on the mechanics of grammar. Therefore, strategies can be integrated in the classrooms of content areas to reinforce language proficiency (Walker, 2019).

The SIOP model presents a model for lesson planning of academic English language different skills including speaking, reading, writing and listening. This model was formed by researchers at the Center for Applied Linguistics. The mixture of the SIOP sheltered instruction strategies and teaching techniques makes academic content more clear to English language students. This mixture is much of the time called the SIOP model. It supports learning process and helps educators concentrate on the language skills and the students need for success on academic requests (Prabjandee, 2017).

In (Kongsvik, 2015) point of view, SIOP was made as an instrument of helping instructors to address the requests of English language learners (ELLs) in the content zone in classroom. It's currently used to enable educators to plan, instruct, and reflect on a content-based lesson with a language, literacy and proficiency focus.

Moreover (CAL, 2018) pointed that the (SIOP) Model is characterized as a research-based and permitted instructional model that has proven effective in practical demonstration the accomplishing the intellectual and academic needs of English students.

From the previous definitions the researchers defined SIOP model as it is a model which helps the teachers to plan lesson and implement different strategies to achieve the objectives of content based instruction through eight components which include thirty features so that the content (science) could be understood and the different language skills could be developed.

According to Echevarria, Vogt, & Short, (2008); Prabjandee, (2017), The SIOP incorporates 30 items, assembled into eight basic components that help in making academic content more understandable for ELLs which are Preparation, Building background knowledge, Comprehensible input, learning Strategies, Interaction, Practice and application, Lesson delivery, Review and assessment

In the light of Integrating of Language and Science, Menon, (2015) stated some features of the value of integrating of language and science as the following:

1. Every science lesson is a language lesson.
2. Learning language of science is a main part of science education.
3. Science education for ELLs supports their language learning and science content learning in the same time by engaging in classroom discourse through reading and talking.
4. Language is seen as a medium or tool for learning and, in a science classroom, language is integral to the content and the medium of science learning and thinking.
5. ELLs are engaging in the language of the science classroom through a language they are still acquiring.

According to Lee & Avalos, (2003) learning Science in English had many benefits as the following:

1. By engaging the students in science, EFLs can improve the grammar and vocabulary of English language, moreover, they will be familiar with the styles and genres of the language which suitable to several science-related activities.
2. EFLs understand the scientific terms while they are engaged in science inquiry. they also share in science discourse. in the same moment they master English as a new language by using different skills of the language.
3. The English science class would be very successful by the effective linguistic scaffolding by teachers who use language that matches students' levels of communicative competence complication, and communicate at and a little above students' level of communicative competence.

The researchers summarized the instructional strategies in teaching science and connected them to the SIOP model components:

- 1-Teacher should state both content objective which relates to science concept and a language objective which relates to the four skills (**lesson preparation**).
- 2-Teacher should link the new concept with the previous concept (**building background**).
- 3-Teacher should use comprehensible language by using gesture describing, and explaining by using pictures and model (**comprehensible input**).
- 4-Teacher can use small group or whole group or pairs to implement some active learning strategies (**learning strategy**).
- 5-Students should be highly engaged in the science class (**interaction**).
- 6-Students should create conceptual map when they are talking about a scientific term or making a model about any phenomenon (**practice and applying**).
- 7-Teacher creates the opportunities to discuss the exercise's ideas, gives hands-on exercises to reinforce learning, catches students' consideration and keeps them all the more effectively locked in. (**lesson delivery**).
- 8-Teacher should ask students orally or written about the new scientific terms (**assessment and evaluation**).

The researchers found that the SIOP model arranges all the instructional strategies in a template that facilitates to the teacher's way in implementing a content based lesson.

III. The Statement Of The Problem

After reviewing related literature, a work of one of the researchers in Al-Wehda Private Languages School in teaching EFL learners and as a result of the specialist's discussion and dialogue with different colleagues and doctors, and after revising many previous studies which clarified the problem of speaking skills among EFL such as Elnadeef & Abdala. (2019), Andika. (2019), Al-Sobhi & Preece. (2018), Ghoneim's. (2018), Fahmy, Qoura, & Hassan. (2017), Abdulaal. (2017). It was clearly observed that there is a problem in speaking skills when teaching EFL learners. moreover, it was clearly observed that despite studying English language through several contents as science and mathematics, the (EFL) learners have a limited ability in communication with each other, in producing their own ideas and in using suitable phrases in situations. Moreover, they have problem in fluency and accuracy of their speech. The present study investigated the impact of using SIOP model based on active learning on developing English language speaking skills among six grades.

IV. The Questions Of The Study

The main question of the study is: What is the impact of SIOP model based on active learning in developing 6th graders' English language speaking skills through science?

From the above major question, the following sub-questions were derived:

- What is the framework of the SIOP model?
- What are the sub-skills of speaking that are aimed to be developed for 6th graders?
- Are there any statistically significant differences at ($\alpha \leq 0.05$) level in the total mean scores of speaking performance of 6th graders in light of pre -post observation card?

V. The Hypothesis Of The Study

There are no statistically significant differences at ($\alpha \leq 0.05$) level in the total mean scores of speaking performance of sixth graders in favor of post observation card.

VI. The Purpose Of The Study

The study aimed to discuss the impact of using SIOP model based on active learning to develop six graders' English language speaking skills through science course in private school under a shelter for teaching content to English language learners (ELL)s. And add a new model which was not used before in Gaza where the researchers live and teach.

VII. The Importance Of The Study

The objectives of the study including:

- 1-Improving 6th grade students speaking skills in English language through the Earth & Space unit of *Science for Us* textbook.
- 2-Investigating the impact of using SIOP model in the performance of the students in speaking.
- 3-Lightening both science and English teachers to use the most effective strategies to transfer information and also to improve language skills.
- 4-The study is crucial for all researchers and science teachers who present and teach it through English language.
- 5-The study presents an observation card to observe and measure the development of speaking skills that researchers can use it for the same purpose.
- 6-Moreover, presenting new complete model which wasn't used before in Gaza and it may help English teachers in languages school and teacher who teach literature in governate schools to follow its components so that the teaching process would be progressed.

VIII. The Limitations Of The Study

The study was applied within the following limitations:

- The study was conducted in the Gaza Strip.
- The study was limited to six graders; it was implemented in the second semester of the year (2018-2019).
- It was applied on Earth and space unit which is the third unit of (*Science for Us*) textbook. Moreover, it was limited to the speaking skills.

IX. Definition Of Terms

The following definitions are developed by the researchers operationally to remove any ambiguity in understanding these terms through the research:

SIOP model based on active learning:

The researchers defined SIOP model as a framework and a lesson planning which gives a clear template for science teachers to integrate language objectives which include the developing in the four skills specially speaking skills, with content which has different facts ,scientific terms and different scientific topics which are needed to be comprehended ,analyzed or thought in general .This model has eight components, which are (lesson preparation, building background, comprehensible input, learning strategies, interaction, practice & application, lesson delivery and review & assessment). Each component has some features which help the teachers to plan the lesson effectively by stating two kinds of objectives, content and language objectives. To achieve these objectives the researchers used three strategies to make the students active so they can develop their speaking skills which are think, pair and share, jigsaw and fishbowl.

Speaking Skills:

The researchers defined them as they are accuracy, grammar, vocabulary, strategic, discourse and pragmatic skills which the 6th grade students could be able to acquire and learn them in Earth and space unit in English science curriculum so they can communicate with each other and also they can learn knowledge and acquire language in the same time.

X. Methods

The study research design was Quasi-experimental. A model of one experimental group was used for control (pre-Post). and this study was applied on (20) students of 6th grade in the 2018-2019 education year.

Data Collection Instruments

An observation card was designed and developed in light of international observation cards of speaking with an integration of science objectives. the observation was used to collect data and measure the differences in the student's performance in speaking skills before and after the implementation of the instruction in teaching science using SIOP model.

Speaking skills

Application of observation card (Methodology):

After choosing the group, the speaking skills observation card was applied as a pre-observation of the performance of the students in different speaking subskills. Then the "Space and Earth" was taught from "Science for us ".it is the fourth unit in the curriculum for sixth grade. The SIOP model was used in lessons preparation and making the lesson plans for the unit and also all the components of it were used. The eight components which are (lesson preparation, building background, comprehensible input, practice and application, learning strategies, interaction, lesson delivery, assessment and evaluation) were implemented with some features of each component. The instruction period for group was four weeks (15 h per week).

At the end the observation card was applied as a post-observation to compare between students' performance in pre and post application of speaking skills observation card.

Validity of the Observation Card

The observation card was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers; According to their recommendations, some modifications were made. The observation card was applied on a random sample of (20) students; from AL Wehda private languages School from the 7th grade. The results were recorded and statistically analyzed to measure its validity. The items of card were modified in the light of the statistical results.

The researchers calculated the internal consistency validity of the card by calculating the correlation of the score of each item of domain with the total mean of the card.

The researchers calculated the correlation of the mean of each domain with the total mean, and the coefficient correlation of each item within its domain is significant at level (0.01) which meant that the observation card has a very strong coefficient correlation and is possible to be applied, as shown in following table 1.1.

Table 1.1: Pearson Correlation coefficient for observation card skills

Domain	Pearson Correlation	Sig
Grammar subskill	0.870**	0.000
Vocabulary subskill	0.929**	0.000
Discourse subskill	0.922**	0.000
Strategic subskill	0.913**	0.000
Pragmatic subskill	0.734**	0.000

*r table value df (19) and sig (0.05) = 0.433

**r table value df (19) and sig (0.01) = 0.549

Reliability of the observation card

The observation card is reliable when it gives the same results when applying it again in the same conditions. The researchers used the pilot study to calculate the reliability of the **observation card**, which was measured several methods. And the researchers used Alpha Cronbach method to calculate reliability correlation and it was (0.867). This indicated a high level of consistency of the observation card as well as the observation card is highly reliable.

Data Analysis

Data collected in the study were analyzed by using SPSS Statistics version 18 program: one Sample observation was conducted to determine if the different between the pre-observation and post-observation was significant.

Significance Level was decided by taking P values in to consideration $P > 0.05$, meant there was not a meaningful difference, $P < 0.05$ meant there was a meaningful difference

XI. Findings

Results of **the first question**: What is the frame work of SIOP model?

To answer the above question, revising literature helped the researchers to categorize the frame work of SIOP model learning strategy based on active and create the teaching activities of the study in the light of this framework.

The second question was What are the sub-skills of speaking that are aimed to be developed for 6th graders?

To answer this question, the researchers examined different speaking skills in the text book for six graders' (student's book) and assumed a list of sub skills and some aspects which were proposed to be developed throughout activities and trainings utilizing the suggested model based on the suggested strategies. Skills were selected and have been exposed to panel of referees. The number of these subskills was (19). The researchers classified the skills into five sub skills: grammar, vocabulary, discourse, strategic, and pragmatic. Then the researchers analyzed the unit (3) in the second semester chosen from *science for us* student's book to be the sample of the analysis to determine the skills needed to be developed through the use of SIOP model. As a result of the analysis, the skills were distributed into five subskills of speaking. The researchers summarized the speaking sub skills as shown in following table 1.2:

Table 1.2: Sub Skills of speaking and procedural Definition

Skill	Definition
The grammar	It's a sub skill in which the student uses correct tenses to define a scientific term. Moreover, he uses modal verbs to make suggestions and advice. In addition, he uses If conditional correctly.
Vocabulary	It is a sub skill in which the student uses the keywords and scientific terms conceptually. Moreover, he uses appropriate expressions to compare between two phenomena. Moreover, he uses various and semantically correct vocabularies to interpret the phenomenon.
Discourse	It is a sub skill in which the student produces unity spoken discourse such as adverbs and conjunctions to express the reason or the result of the phenomenon. also, he uses starting and concluding words to talk about the phenomena. moreover, he uses appropriate connectors to define a phenomenon. thus, he describes it in a clear sequence.
Strategic	It is a sub skill in which the student mentions the causes and the results of the phenomenon briefly. Besides, he uses a logical sequence to talk about it and he rephrases words to clarify the meaning. Moreover, He emphasizes the main idea.
Pragmatic	It is sub skill in which the student gives a piece of advice to avoid the damage from a solar eclipse phenomenon. Also, he expresses his opinion about the results if the phenomenon didn't occur. Moreover, the student makes a suggestion to watch a solar eclipse without getting damage.

The third question was: Are there any statistically significant differences at ($\alpha \leq 0.05$) level in the total mean scores of speaking performance of 6th graders in light of pre -post observation card?

To answer this question, the researchers tested its hypothesis which says: There are no any statistically significant differences at ($\alpha < 05$) level in the total mean scores of speaking performance of sixth graders in light of pre -post observation card in favor of the posttest.

Table 1.3: Results of T for One Sample Between the Mean Scores of The Pre and Posttest

Level	Group	No	Mean	S.D	t	Sig value	Sig
Grammar	Pre-Test	20	6.0500	2.01246	16.77	0.000	Sig
	Post-Test		18.1500	2.36810			
Vocabulary	Pre-Test	20	4.1000	1.48324	20.11	0.000	Sig
	Post-Test		13.1500	1.78517			
Discourse	Pre-Test	20	6.2000	1.98945	19.04	0.000	Sig
	Post-Test		21.3500	3.89703			
Strategic	Pre-Test	20	5.5000	1.84961	21.49	0.000	Sig
	Post-Test		18.2500	2.33678			
Pragmatic	Pre-Test	20	3.8000	1.28145	19.03	0.000	Sig
	Post-Test		13.5500	2.41650			
Total	Pre-Test	20	25.6500	7.58999	21.79	0.000	Sig
	Post-Test		84.4500	11.78078			

T table at df (19) sig. level at (0.05) = 2.093

T table at df (19) sig. level at (0.01) = 2.861

the value of η^2 was computed to:

Table 1.4: The value of (T), η^2 .

Levels	Df	T- test	" η^2 "	Effect level
Grammar	19	16.77	0.94	Large
Vocabulary	19	20.11	0.96	Large
Discourse	19	19.04	0.95	Large
Strategic	19	21.49	0.96	Large
Pragmatic	19	19.03	0.87	Large
Total	19	21.79	0.89	Large

It is clear from the table that the mean scores of the posttest in the whole observation is (84.45) larger than the mean scores of the pretest (25.65). (T) calculated is (21.79) larger than (t) table (2.861). Thus, we rejected the null hypothesis and accepted the alternative hypothesis. This indicates that there are statistically significant differences at ($\alpha = 0.01$) between the mean scores in the pre-test and posttest of the experimental group. This means that the SIOP model based on active learning has a good impact on developing the experimental group English skills.

Values in the table (1.4) indicate that there is a Large effect of SIOP model based on active learning on the development of the experimental group's English speaking skills.

XII. Discussion

This study was conducted to determine the impact of SIOP model based on active learning on the speaking skills among six graders in Earth and space unit a Study results showed that there is a positive impact in raising the level of

Speaking skills of six grade students of the Pre-post group after the study of the third unit in the science Curriculum by implementing the SIOP model based on three strategies which are Jigsaw ,fishbowl and think pair and share .

1. The researchers think that the reason is that the SIOP model has several characteristics such as: Providing an exciting, communicating, cooperative learning environment.
2. Varying the student's role from being an inactive receiver most of the time, to the most animated and active element in the whole educational process.
3. Refining knowledge retention by providing an instant and continuous feedback.
4. Providing students with limitless chances to practice speaking and thinking within a risk-free environment; which reduces their fear, unwillingness, and embarrassments and increases their interaction and engagement smoothly.

The results of this study are consistent with other studies that examined the impact of SIOP model such as Lee & Eamoraphan (2016), Guzmans (2015), Cittaningsih (2017), Ukeje & Whitlock (2019) where learners learn English as a foreign language.

XIII. Conclusion

This study aimed at investigating the impact of using SIOP model based on active learning in developing speaking skills through science content among six graders in Gaza. Students' speaking skills improved significantly. According to this study, the model helps in developing the spirit of cooperation and team work particularly when using group work. Moreover, it is suitable to all ages, levels and subjects other than science. This model helps the students to be more engaged in the learning process so they interact with each other effectively and thus developing different subskills of English language including speaking subskills. It also gives the opportunity for the teachers to organize their lesson planning in a very organized template at which the objectives for both content and language, the procedures, the strategies which are used are clear .and also the evaluation and reflections have their place in this template. Therefore, the study recommended that Curriculum designers and decision makers have to adopt SIOP model based on active learning in curricula .and also to organize workshops to introduce teachers to new methods of teaching including SIOP model based on active learning. Also, Teachers are recommended to employ the suggested method in English Lessons, and try to benefit from such joyful strategy, by adapting English Lessons according to SIOP model based on active learning idea .Future research is proposed to investigate the impact of SIOP model based on active learning on developing other skills such as writing ,reading ,and listening and also using other subjects as social studies ,mathematics and literature.

XIV. Recommendations

In the light of the results, the researchers recommend the following:

Supervisors are recommended to:

- ✓ Hold training courses about **SIOP model based on active learning**
- ✓ Provide **SIOP model based on active learning** different formations and uses in materials and books for teachers.
- ✓ Organize workshops to introduce teachers to new methods of teaching including **SIOP model based on active learning**.

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