Reframing The SIOP Model To Boost Teachers' Self Efficacy In Bilingual-Like Program: A Practical Concept Of An Alternative Model

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Abstract

The need to communicate through English and the desire to practice English in the teaching process has turned a public junior high school in Wonosobo, Indonesia, into one of the schools that hold an "English on Wednesdays" program to implement bilingual-like nuance. This conceptual paper highlights a natural phenomenon that occurs in that institution dealing with the desire to improve the competence of teachers and students in communication by programming "English on Wednesdays." The dilemmas related to teaching are felt by teachers, especially non-English teachers who do not have an English background, yet they are enthusiastic about this program. Thus, this paper will propose a framework called "The Alternative SIOP Model" that will help teachers overcome the dilemmas in teaching the "English on Wednesdays" program that emphasizes self-efficacy to develop teachers' competencies on lesson preparation and communication. This conceptual paper used the systemic review to gain information from theories and research findings related to the topic.

Keywords: teachers' dilemmas; teachers' self-efficacy; the alternative SIOP Model

1. INTRODUCTION

Many people say English is everywhere since all the aspects of life are dominated by this language and what happened in Indonesia's education system. Educational practitioners in Indonesia glorify English as a lingua franca to be implemented in the teaching-learning process. As globalization advances, many people are conscious of the importance of English in the academic field as the institutions realize that people who use English as a second language understand the different cultural nuances (Fishman, 2009). Some demands lead to English, which is given to English subjects and other subjects so that students are accustomed to communicating in English. As a result, bilingual schools have emerged in Indonesia.

Then, what is the crucial thing about bilingual education? Personally, the writers consider it essential to be implemented since it can develop learners' cognitive ability (Jayanti & Sujarwo, 2019) in absorbing and practicing communication with two languages. The rise of bilingual schools in Indonesia provides opportunities for students to be able to develop competence in practicing the four skills. Meanwhile, teachers are also given the opportunities to develop their communicative competence in using English as language instruction in the classroom, including preparing lessons and content well even if they are not teachers with English backgrounds.

The assumption coming from all perspectives implies that attending bilingual education is not new in the social environment. It becomes trend and pride, which refers to students' prestige. In fact, even though the school has a high interest in making it an international standard school, the government does not necessarily grant it and declare that it is worthy of being called bilingual. Referring to the above conditions, a public junior high school level in Wonosobo district, Indonesia, is interested in implementing bilingual teaching-learning (TL) activity once a week on Wednesdays.

Based on this school's policy, students and teachers must use English every Wednesday as a bilingual practice. However, teachers face many obstacles in the TL process and become their dilemmas. In this case, the mastery of the English language of teachers with non-English backgrounds is still minimal. When communicating in class, teachers and students sometimes engage in-jokes. This situation causes the TL process to become ineffective since the teacher is overwhelmed with anxiety and confusion in speaking English. Nevertheless, teachers are enthusiastic enough and realize that integrating English into their classrooms is necessary.

Mainly is very interesting because, in its implementation, there are various "dilemmas" along with "enthusiasm" coming from the non-English teachers that evoke the writers' interest to collect information through the English teacher to propose a solution to the problems faced related to the language use. In this case, self-efficacy becomes one of the teachers' needs that is linked to their belief and confidence in doing an activity. Of course, self-efficacy will be beneficial for teachers in conducting teaching and learning activities in this bilingual-like program. This conceptual paper aims to formulate a framework, namely the Alternative SIOP Model, to solve teachers' dilemmas in the program mentioned above.

2. THEORETICAL FRAMEWORK

This section will present all theories used to support the quality of study dealing with the issue.

2.1. The Nature of Bilingualism

"Since a bicycle has two wheels and binoculars are for two eyes, it would seem that bilingualism is simply about two languages" (Baker, 2011). Baker's point of view is about the ownership of two languages that are not so simple as having two wheels or two eyes. Then, the term of bilingualism should be understood first. Bilingualism is an omnipresent phenomenon (De Groot, 2005) that can be caused by some aspects, including mass migration, a scientific community, and international markets and finance. Dealing with the quantity and quality of language exposure, Grosjean and Byers-Heinlein (2018) divided two categories of bilingualism into simultaneous and sequential bilingualism. Simultaneous bilingualism is when children grow up with two native languages from their birth. Meanwhile, sequential bilingualism is when children learn their L1 from birth and L2 later in childhood.

Then, the second point is about the question, "In what ways can children become bilingual?" Grosjean and Byers-Heinlein (2018) explain that three factors can make children bilingual. Firstly, they come from bilingual families to speak two languages. Secondly, parents employ a nanny who speaks a particular language. Thirdly, children are enrolled in bilingual or immersion programs at school. Thus, the factors above imply that bilingual can be obtained naturally or with the relevant efforts mentioned above. The honest effort is influenced by factors caused by parents who both or one of them use different language. Another factor that causes children to grow bilingual is that their parents deliberately use the service of caregivers who speak the target language and send their children to a bilingual school.

Regarding raising a bilingual child, linguistic attainment (Romanowski, 2018) becomes an additional connection in language control. Briefly, raising a child into bilingual is

controversial and hotly debated. The anxiety that two languages may harm an individual's thinking skills tends to be expressed in two different ways, as (Baker, 2011) examined in his research. Sometimes, people think that raising bilingual learners will negatively affect all processes obtained sooner or later will significantly affect the mastery of the first and second languages.

The first assumption is that interference with the second language will weaken the learners' memory of the first language. Second, they will tend to use the second language and begin to minimize the use of their first language. In line with the statement above, a learner with dual language is predicted to be less intelligent than a monolingual because of a dual language system. Furthermore, anxiety arises when parents are not bilingual in the modern era. This is an essential point because when children are proficient in bilingualism and their parents are not, parents need to broaden their knowledge on bilingualism by searching for information or reading relevant literature.

2.2. The Urgency of Bilingual Education in Indonesia: Trend and or Necessity?

Let us find out whether bilingual education is a trend or a necessity in people's lives. Bilingual education is different from public schools. Bilingual education adopts bilingual principles and uses students' native language and English in subject-matter instruction (Surdyanto, 2018). Practicing dual communication in a bilingual program should be considered wisely where proficiency here is closest in meaning with 'ability' and competence will refer to 'knowledge' (Francis, 2012). The keywords of this situation are proficiency related to ability. Meanwhile, competence is related to knowledge. To make sure that bilingual children will succeed in communicating dual language, they should be engaged in critical and beneficial activities that can be useful in enhancing both their bilingual proficiency and competence and the same time.

In Indonesia, international standard schools triggered all provinces in Indonesia to compete to become international schools with the English language of instruction a few years ago. A school is considered capable and successful in organizing education if it has been given the government's title "international." The decisive reason is the trend that leads to prestige because English is considered a high-quality language, and it will be great if students can use it to communicate inside and outside the classroom. However, on the parents' side, speaking in English becomes crucial so that parents compete to send their children to international schools with a bilingual system (English as the language of instruction) for various reasons. Some

parents would want their children to communicate in a language freely. In contrast, others may wish to bring their children in contact with it to prepare them for formal instruction in the language they will receive at school. The point of view of enrolling children in bilingual education as a trend or necessity is be based on the need and goal.

2.3. The Practice of Bilingual Education in Indonesia: Understanding the Challenges

The practice of conducting bilingual education in Indonesia causes a lot of pros and cons both among the community and stakeholders. Considering that being bilingual is challenging, people should know that the process is speaking in two languages and understanding proficiency levels. Bilingual schools in Indonesia stay for its popular education program for about six years from 2006 to 2012 (Jayanti & Sujarwo, 2019). Since 2011, some parties criticized this dual program because it caused social strata, jealousy, and discrimination against the low from the high class in society. Those who could educate children in bilingual schools were categorized as the high class. Of course, this condition built the social gap and hostile atmosphere.

Furthermore, this led to discrimination regarding school facilities and supporting programs like sister schools. Besides that, the other reason comes from the teacher. The non-English teachers have limitations in using English as language instruction. Teaching two languages, especially foreign languages such as L2, is burdensome to most non-English teachers. In teaching bilingual programs, teachers should commit to using their English and be aware of the first and target language in the classroom. To sum up, two dominant problems triggered the disallowance of the bilingual program in Indonesia: (1) *the social jealousy*; the practice of bilingual program is considered can only be accessed and enjoyed by the majority group, namely the upper or high class, and (2) *the problems faced and caused by bilingual teachers (especially non-English teachers).*

2.4. A Program Highlighted: Exciting Phenomena

The writers look at the 'trend' of bilingualism in one of the public junior high schools in Wonosobo. The school has a simple bilingual-like program. This program is intended for teachers and students and is held once a week. This program has been going on for years, starting from 2016. Teachers and students must speak English on Wednesdays to be a global society. Let us call this "English on Wednesdays." By getting used to speaking English, the school believes that the quality of its institution will continue to grow even though it is not a truly bilingual school. Furthermore, the use of English is expected to be able to form students' character and increase their self-confidence. This is also aimed at developing teachers'

proficiency in teaching through English as language instruction; nevertheless, they are non-English teachers who do not master English and cannot even use it effectively with proper grammar.

The writers knew the phenomena and situation from her English teacher colleague who has six-year teaching experience there. In this case, the writers collected information from the teacher. Finally, they learned that the public school mentioned above is currently developing a bilingual program to familiarize school members with English as an international language. However, in practice, many phenomena become the source of problems. Indeed, this is not a bilingual school, and of course, in practicing oral communication, all school components feel overwhelmed, especially the teachers in conducting teaching-learning activities through English. The underlined word here is "Teachers."

Teachers have difficulty integrating English into the TL process since they do not master English well when communicating both inside and outside the classroom. In fact, the practice of speaking English often ends in-jokes and makes TL activities ineffective. Inadvertently, teachers had used code-switching when they were unconfident in explaining the material. Some teachers with or without language or linguistics background know that it's called code-switching, including its function. They can use it to communicate in two languages, of course switching the two variations of the language. This is in line with the assumption of Cahyani et al. (2018) on their ethnographic case study focused on teachers' code-switching pedagogical and sociocultural functions.

The use of code-switching here is beneficial for both teachers and students. Firstly, teachers can be helped in exploring and explaining the material related to bilingualism. Secondly, students can understand the material when the teacher is trying to integrate English, although not fully able to use bilingual principles. Briefly, code-switching is used to save the teacher from being mute and embarrassed when delivering material due to the inability to process English sentences. This is very helpful, yet it has not covered all the shortcomings and goals of a program like bilingual. Putting aside the dilemmas, non-English teachers are enthusiastic about giving lessons with English as the language of instruction but are constrained by their limited vocabulary and language structure.

As students feel, the teachers position themselves as students. They were confused and didn't know what to do in teaching that day. Their biggest challenge is vocabulary which is obviously crucial (Kroll & Groot, 2004) to the language learner in a bilingual context. In

addition, lessons often stop for a while due to unfavorable conditions. Besides, the challenge of non-English inexperienced teachers with their limitation in using English as the language of instruction also becomes a crucial practical problem here. So, what's the most striking?

One of them is the misconception among inexperienced second language teachers, as Francis's (2012) perspective deals with ungrammatical sentence fragments. Teachers in this bilingual-like program admitted that they need appropriate guidelines to be professional dealing with lesson design, and proper techniques to communicate in English can work well. To be confident in the TL process, teachers must feel that they can carry out TL effectively and wisely. Then, self-efficacy is the best answer for this.

2.5. Teachers' Dilemmas and Their Self-Efficacy

Teachers play an essential role in bilingual education. Teachers will dominantly create the material and atmosphere of education. Simply, teachers are the leader and facilitators in the subject delivery. In this situation, there are some problems or dilemmas faced by teachers. Dealing with the communication, professional bilingual teachers should be competent (Margana, 2015) both in the first (L1) and target language (L2) for a selected subject in the classroom. The phenomenon in the Bilingual-like program mentioned has not fulfilled this criterion. Teachers find it difficult to communicate L2 based on some factors, yet they are enthusiastic about using English to teach students. This situation makes the writers critically think that bilingual school teachers need 'something' inside them to 'wake up' their effort in teaching English. Thus, self-efficacy is the way to enhance teachers' motivation in this bilingual-like program.

Self-efficacy is someone's belief related to confidence that they can fulfill a purposeful task. The sources of efficacy beliefs (Bandura, 1997) come from the four main factors, namely (1) mastery experience, (2) vicarious experiences, (3) social persuasion, and (4) physiological and emotional states. The four influencing factors above can be the source of teachers' efficacy beliefs. Firstly, the mastery experience (Bandura, 1997) consists of the cognitive, behavioral, and self-regulatory tools in someone's life. By having positive and negative experiences, teachers will reflect their mental ability to do or solve something, act and behave wisely, and self-regulate to be better performers. The positive experience causes them to be more confident in facing the similarly associated tasks. Meanwhile, the negative will make teachers more careful in deciding something to avoid mistakes related to the task given.

The second factor is vicarious experiences that can strengthen teachers' beliefs (Bandura, 1997) provided by social models. Teachers will get inspiration toward someone else's success, and then they will think they can achieve a similar result as someone else's has done. On the contrary, if someone else's has a harmful or destructive experience, teachers will observe and try to find the solution or other method to avoid the same mistake as the negative experience models. In this case, teachers can compare their competence with the others'. The third factor is social persuasion. This factor relates to verbal persuasion that can encourage or discourage (Bandura, 1997). Indeed, by gaining positive motivation from society, teachers will perform everything better.

The fourth factor is physiological and emotional states. Psychologically, mood, emotion, stamina, and health (Bandura, 1997) affect teachers' beliefs. To sum up, the positive attitude, emotion, energy, and health can judge teachers' efficacy. How can teachers gain their self-efficacy in their dilemma in this Bilingual-like program? The factors may be based on Bandura's theory above. But in this case, teachers need guidance to boost their efficacy belief, including by building up their confidence in practicing speaking and professional development. Nevertheless, this nuance is not about teaching in a complete or comprehensive bilingual school but in a public school that only practices English on Wednesdays.

In the other hand, teachers should believe in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity. The practice itself is challenging. In this chance, dealing with the challenge in implementing teaching students by using English as language of instruction, the writers are interested to Jayanti & Sujarwo's statement (2019) statement that there are so many teachers in Indonesia who do not have sufficient English proficiency in teaching bilingual class since they just use English as the opening, closing, and some sentences. In fact, teachers should use English as language instruction to explore more vocabulary and terms related to the subjects.

This is very true in thoughtful consideration. What will be different if English is only used in the opening and closing parts of the lesson? With a program that requires students and teachers to speak every Wednesday, students want something different and useful from their teacher. Have the teachers practiced English well in this program? The students want to have something like what the bilingual students have, although it will not be the same. In teachers' side, they need to have more skills in teaching using two languages, master a variety of vocabulary relevant to the field of teaching, have confidence that they can teach with a bilingual

concept or perspective and receive guidance to design lessons and make strategies to teach students once a week through English. The dilemmas above can be solved by having efficacy belief that leads teachers to the competence to arrange lesson, build strategy, and assess the students in clear guidance.

3. REVIEW METHOD

In writing this conceptual paper, the writers used Systematic Review as educational research by referring to Van Klaveren & De Wolf's (2019) process, namely (1) Develop research question (2) Coding studies, (3) Assess the quality of studies, (4) Designing conceptual framework, (5) Select studies using selection criteria, (6) Synthesis result of individual studies to answer the review research questions, (7) Construct selection criteria, (8) Develop search strategy, and finally (9) Report findings. In line with all needs in this study, the whole concept was carried out for two months, focusing on examining existing problems and then thinking about the scope to be studied and collecting accurate and relevant references by practicing the nine processes above.

4. DISCUSSION

4.1. Sheltered English Instruction: Getting Closer to SIOP

Sheltered English Instruction (SEI) is an English immersion program considered an essential component (Dubetz, 2012) in the bilingual program. It emphasizes building students' English vocabulary while they are supported in ESL classes. It becomes an instructional approach used to make academic instruction in English understandable to English students. SEI is related to the pedagogy (Echevarría et al., 2017) that the educational content (1) is accessible for students who do not speak L2 and they have to promote it in the classroom, (2) highlight key language features and build strategies to teach L2 in the classroom. As a result, Sheltered Instruction Observation Protocol (SIOP) is developed here as part of Sheltered English Immersion with eight components and 30 features.

SIOP's eight components developed by Echevarría et al. (2017) consist of Lesson Preparation, Building Background, Comprehensible Input, The Strategies, Interaction, Practice & Application, Lesson Delivery, The Review & Assessment.;

1. *Lesson Preparation*: this initial stage does not focus on the lesson plan in an everyday context. Teachers can design teaching scenarios by considering the variety of techniques for students' cognitive and proficiency levels.

2. *Building Background*: in this stage, there are some components, namely Concepts Linked to Students' Backgrounds, Links between Past Learning and New Learning, Developing essential Vocabulary. Teachers should consider the three main aspects above first before generating ideas for teaching and developing teaching scenarios.

3. *Comprehensible input*: in this stage, a teacher should make content understandable for students by integrating verbal communication that matches students' English proficiency levels.

4. *The Strategies:* this stage covers strategies that teachers can use, including Cognitive learning strategies, Metacognitive Learning Strategies, and Language Learning Strategies.

5. *Interaction*: in this stage, teacher and student need to be engaged positively through high-quality discussions and lesson structure.

6. *Practice & Application*: in this stage, teachers integrate all language skills in the classroom activity.

7. *Lesson Delivery:* in this stage, *a* teacher should develop activities to keep students engaged and understand the material.

8. *The Review & Assessment*: in this last stage, teachers should think about their students, both those who perform well and those who are still struggling with lessons.

4.2. The Proposed Framework

There are three studies on this field as the empirical data to support this proposed framework. These studies have shown that the use of the SIOP model really supported the teaching and learning process in bilingualism nuances. Firstly, a study conducted by Nancy Dubetz in 2012 indicated that implementing the SIOP model helped novice teachers build an understanding of the SEI approach and transform their teaching roles better. Secondly, related to teachers' self-efficacy and professionalism in teaching, Koura & Zahran (2017) conducted a study to determine the impact of SIOP on teachers' teaching skills and self-efficacy that successfully showed a gradual development at the end of the program. The third study was conducted by Aldakhil & Alfadda (2021) to examine the implementation of the SIOP model from teachers' perspectives after they attended an introductory workshop in a private school in Riyadh city, Saudi Arabia. The results were satisfactory because most of the teachers covered almost all the eight SIOP components. In addition, the results indicated that the implementation of the SIOP model might help teachers enhance proficiency levels.

In this context, the teacher of "English on Wednesdays" should be given a preliminary program that can be categorized as in-service training related to designing the SIOP model. However, it is still in the simple category considering that the school is not an official bilingual school. Still, there is an effort and intention to practice bilingualism once a week. Schools can invite education practitioners, such as experienced lecturers who know very well about SEI and SIOP. The training not only informs teachers (participants) about the SIOP model in SEI but helps them to solve communication problems, including beneficial training and enriching vocabulary mastery related to their subjects. To develop an effective and efficient teaching program, activity should refer to the SIOP's components that are deemed crucial to be understood and practiced. The writers suggest that the focus lies on four elements, namely (1) Lesson Preparation, (2) Strategies, (3) Lesson Delivery, and (4) Review and Assessment.

Here is the framework of teaching students by using the SIOP model in preparing bilingual teachers consisting of non-English teachers for Sheltered English Instruction for English on Wednesday's program. This framework has been developed by integrating SIOP's Eight Components and SIOP Model Framework for Organizing Best Practices. Later, this is called *The Alternative SIOP Model.* However, this framework can be used only if the teachers have finished their in-service training to understand the SIOP model. The following figure illustrates the proposed program: the *Alternative SIOP Model.*
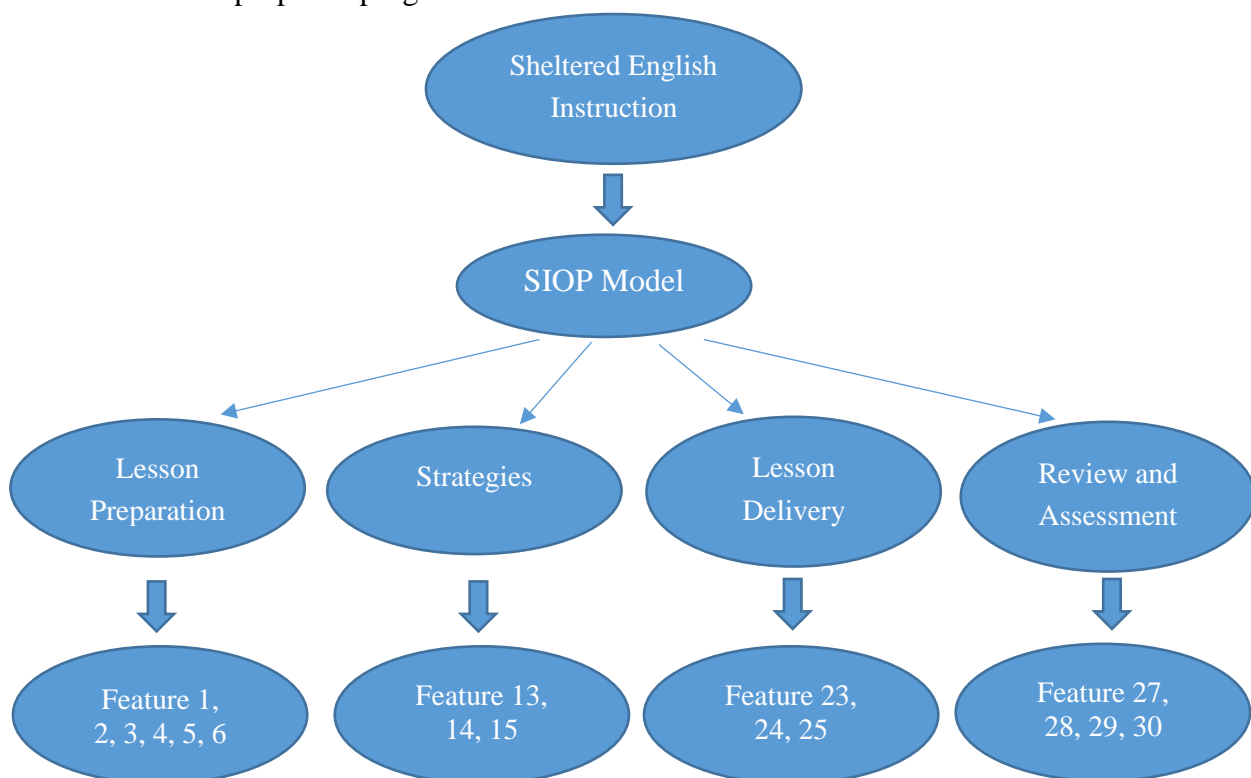
Figure 1 The Alternative SIOP Model

The above-proposed framework called The Alternative SIOP Model only focuses on four SIOP components categorized as the most crucial for teachers to teach bilingual-like programs using Sheltered English Instruction (SEI). As mentioned earlier, SEI (Echevarría et al., 2017) has eight components with 30 SIOP features. Each element of SIOP's features will be described in this section:

1. Lesson Preparation

    This component covers six features (related to designing lesson) they are Feature 1 (content objectives clearly defined, displayed, and reviewed with students), Feature 2 (language objectives clearly defined, displayed, and reviewed with students), Feature 3 (content concepts appropriate for the age and educational background level of students), Feature 4 (supplementary materials used to a high degree, making the lesson clear and meaningful), Feature 5 (adaptation of content to all levels of student proficiency), Feature 6 (meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking).

2. Strategies

    This component covers three features (related to appropriate technique techniques for verbal, procedural, and instructional scaffolding), they are Feature 13 (ample opportunities provided for students to use learning strategies such as cognitive, metacognitive, and language learning strategies), Feature 14 (scaffolding techniques consistently used, assisting, and supporting student understanding), Feature 15 (a variety of questions or tasks that promote higher-order thinking skills).

3. Lesson Delivery

    This component covers four features (related to the reminder that teachers should stay on track), they are Feature 23 (content objectives supported by lesson delivery), Feature 24 (language objectives supported by lesson delivery), Feature 25 (Students engaged approximately 90% to 100% of the period), Feature 26 (pacing of the lesson appropriate to students' ability levels). In addition, this one can be said the most considered one since lesson delivery emphasizes the way a lesson is delivered, how well the content and language objectives are supported

during the lesson, to what extent students are engaged in the lesson, and how appropriate the pace of the lesson is to students' ability levels.

4. Review and Assessment

    This component covers four features (related to how to assess students, then the findings will be used to plan lessons according to students' needs and strengths, review students' progress toward meeting content and language objectives throughout each lesson, and evaluate how effectively their lessons have been delivered), they are Feature 27 (comprehensive review of key vocabulary), Feature 28 (comprehensive review of key content concepts), Feature 29 (regular feedback provided to students on their output), Feature 30 (assessment of student comprehension and learning of all lesson objectives throughout the lesson).

5. CONCLUSION AND PROPOSED SOLUTION

The sensitivity of schools to continue to preserve bilingual education reflects those educational practitioners at the school level realize how important it is to use English besides Indonesian in the teaching process and everyday communication. The need to communicate through English and the desire to practice English in the teaching process has turned a public junior high school in Wonosobo into schools that look forward to creating an "English on Wednesdays" program. All parties considered that communicating in English is so tricky. Indeed, this becomes a dilemma for teachers, especially non-English teachers.

The desire to grow their self-efficacy in increasing teaching professionalism, the awareness of their lack of vocabulary, and the motivation to be competent in delivering lessons using English bring a thought for the writers to design *The Alternative SIOP Model;* a framework developed based on Echevarría et al.'s thought (2017) that is considered suitable for solving teacher's dilemmas. Teachers can implement this framework after joining in-service training delivered to make them understand more about the meaning of bilingualism, SEI, and SIOP's model. Indeed, the main function of this activity is to boost teachers' self-efficacy and knowledge in teaching students with bilingual-like context.

The Alternative SIOP Model is developed from SIOP's eights components based on the Sheltered English Instruction (SEI) instructional approach. Nevertheless, this alternative model only uses four parts (lesson preparation, strategies, lesson delivery, and review and assessment) to ease teachers' understanding and self-efficacy. This is linked to the situation that this program is not a fully comprehensive program from a school categorized as bilingual by the

government, but a program initiated by a public school in Wonosobo that wants to transform the school members into a global community using English every Wednesday. The teachers feel the dilemmas, the 'main drivers' of TL activities. Briefly, using SEI's SIOP framework can solve teachers' difficulties, boost their self-efficacy and professional development in arranging lessons, consider the best strategies, deliver the study, and assess their students' works.

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