A COMPARATIVE STUDY OF ENGLISH LANGUAGE LEARNERS' PERCEPTIONS TOWARDS TRADITIONAL AND SHELTERED INSTRUCTION METHODS IN MIDDLE AND HIGH SCHOOL AT PAN-ASIA INTERNATIONAL SCHOOL, THAILAND

Adrian Lee[1]

Suwattana Eamoraphan[2]

Abstract: The primary purposes of this research were to investigate learners' perceptions towards traditional and sheltered instruction methods of the grades 6, 8 and 9 middle and high school students in Pan-Asia International School, Thailand, and to determine whether there is any perceived difference between the two methods. This research was conducted from March 21st to June 3rd, 2016 in the final semester of the 2016 academic year. The sample for this study was comprised of 116 students enrolled at Pan-Asia International School in middle and high school (Grades 6, 8 and 9). In this study an adapted version of the Sheltered Instruction Observation Protocol (SIOP) questionnaire was used as the primary tool of data collection. The data collected from the questionnaire was analyzed by mean and standard deviation and a t-test (two-tailed). The study found that the students' perception towards traditional instruction was positive in seven out of the eight components of the SIOP. Students' perception towards sheltered instruction was found to be positive in all eight components of the SIOP. In conclusion then, the data from the questionnaire shows that the respondents as a whole, showed an overall positive perception towards traditional and sheltered instruction. The study showed a significant difference in the English Language Learner perceptions towards traditional and sheltered instruction methods in middle and high schools at Pan-Asia International School at a 0.05 significance level. Teachers should be made well aware of the sheltered instruction model and offered professional development to complement their range of instructional skills. This in turn should help to improve students' academic achievement. The efficacy of the SIOP model would need to be researched in depth for a long period of time for any substantial evidence to be obtained. It is recommended that Pan-Asia International School uses this data to help plan future professional development for middle and high school teachers, and possibly eventual school-wide changes in teacher instruction.

[1] M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand.
Misterlee2002@hotmail.com
[2] Ph.D., Associate Professor, Dean, Graduate School of Human Sciences, Assumption University, Thailand
drsuwattana@yahoo.com

Introduction

This article introduction presents the background of the study, a statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definition of terms, and significance of the study.

Background of the Study

English language is widely regarded as an essential part of the curriculum in Thailand, and in both Government and International schools it receives specific importance in the curriculum. The schools are ultimately held accountable for the progress of the students, but there is still some struggle to achieve their vision and goals. The global number of English Language Learners (ELL) according to the National Council of Teachers of English (NCTE), continues to rise and how to address their needs is of great importance if schools are to facilitate the education of the next generation, not only to meet the needs of society, but also for the students to become creative, holistic, and well-balanced individuals (NCTE, 2008). Pan-Asia International School (PAIS) is an international school located in Bangkok, Thailand, with a population of nearly five-hundred students comprised of a diverse mix of nationalities from around the world. The curriculum at PAIS is modeled fundamentally on the American Common Core Standards Initiative (ACCSI, 2012), but with alterations that take into consideration the multicultural population of the school. The school offers English language classes from pre-k to grade 12, with the campus consisting of kindergarten, primary, middle, and high schools. The students also have a choice to join the International Baccalaureate (IB, 2016) program after grade 9 and have various options to do either a partial or full diploma.

The researcher believes that the grades 6 to 9 middle and high school students are not presently using their higher order thinking skills (HOTS) or being taught in by a method of instruction that enables them to work in a creative way (Bloom, Englehart, Furst, Hill, Krathwohl, 1956). The researcher had noticed that the situation is also somewhat prevalent in some of the other programs at the school and suggested that the introduction of a new method of instruction such as Sheltered Instruction Observation Protocol (SIOP) could help improve students' perceptions of the method of instruction, and as a consequence their achievement. The SIOP model was created by Jana Echevarria, MarryEllenVogt and Deborah Short in 1996, and is a framework for teaching ELL.

The researcher was concerned with the grades 6, 8 and 9 English Language Learner perceptions of the instruction method currently being used at the Pan-Asia International School. The researcher believed that the traditional instruction method does not maximize their potential for creativity, and the use of HOTS. The instruction methods are teacher-centered, with the content and delivery being given in such a way that students are expected to master knowledge through drill and practice, such as rote learning, and content is not placed in any specific context with little chance of student-centered activities (Johnson and Johnson 1991; and Theroux 2004). The researcher considers that the grades 6, 8 and 9 ELL perceptions of the traditional

instruction method is not very positive, and this has an effect on the students' achievement potential in English language study. The middle and high school students were specifically targeted for this research because the researcher had better access to these students and their teachers than the other students at PAIS. The researcher could more closely monitor the research process for these chosen grades and worked in conjunction with the teachers involved in the study to ensure the consistency needed for validity of the pre- and post-questionnaires.

The researcher also believed that students learn more effectively when actively engaged in the classroom, rather than just passively listening to instruction. Sticht (1997) contended that all human intellectual activities have a double nature of cognition needing both processes and content, and the intention of the researcher was to study students at PAIS. Data gathered could either supported or refute the claim that the framework of SIOP included both criteria mentioned, and positively affected students' perceptions towards the method of instruction. Processes in order to be carried out to a proficient degree need to at first have a high level of content knowledge on which the processes are fundamentally based. Furthermore, the researcher believed that the way the students perceive the method of instruction is an element of the students' achievement level. The introduction of sheltered instruction in the form of SIOP should have positive consequences for learners' perceptions, and ultimately their achievement. Other subjects may also be in the same situation as the English learners, and it would be possible, through professional development, to implement changes in other departments at the school.

For the above reasons, the researcher conducted a study on the perceptions of the grades 6, 8 and 9 ELL towards the method of instruction in English lessons at PAIS in the middle and high schools. The following research questions, objectives and hypothesis were the purpose of this study.

Research Objectives
For the purpose of this study, the researcher has considered the following objectives in the teaching methodology between traditional instruction and sheltered instruction:

1. To determine the level of English Language Learners' perceptions schools towards traditional instruction methods in middle and high school at PAIS.

2. To determine the level of English Language Learners' perceptions towards sheltered instruction methods in middle and high school at PAIS.

3. To compare if there is any significant difference in the English Language Learners' perceptions towards traditional and sheltered instruction methods in middle and high school at PAIS.

The researcher had one hypothesis. There is a significant difference in the English Language Learners' perceptions towards traditional and sheltered instruction methods in middle and high school at Pan-Asia International School at a 0.05 significance level.

The researcher believed that after the students had been taught using the SIOP model of instruction, that their perceptions of the lesson would show a more positive result in the post-questionnaires. The 0.05 significance level indicates that there is only a 5% risk of concluding that a difference exists when there is no actual difference between the students' perception of traditional and sheltered instruction.

Literature Review

In education there are many different methods and theories that have been suggested down through the years. The general principles vary, and classroom management strategies tend to reflect the teacher's philosophy on instruction. Much also depends on the style that suits the individual teacher, or what is required from the school administration, and the students that are being taught. The University of North Carolina lists 150 different methods of instruction which vary in delivery from almost completely teacher-centered to predominantly student-centered approaches (UNC, 2016). According to O'Bannon (2002) there are two main instructional approaches the first being the teacher-centered approach, where the instruction is more direct with the teacher being an authority on the subject passing on knowledge to the students via lectures and direct instruction in front of the class. The second approach is student-centered where the teacher is still an authority on the subject, but the students take on a more equal role in the learning process, with the teacher becoming more of a facilitator to assist them with comprehension of the information (Shuell, 2001). Every method has its own advantages and disadvantages, and it is essential that the teacher uses the best method for the particular situation or group of students. It is also an advantage for a teacher to have a variety of teaching methods in order to keep lessons interesting. Shuell (1996) noted that different instructional methods lend themselves to the learners either having to do more information processing, or to do more social interacting. This depends on the objectives and goals desired by the teacher for the students, as there is not one best method.

In a typical traditional instruction environment, the method places the teacher firmly in control of the learning environment, with very little responsibility in the hands of the students. Novak (1998) suggested that the teacher is the ultimate decision maker, and has control over the curriculum, and the content that they need to impart to the students, thus filling any knowledge holes with the relevant information. In summary; it is the teacher that causes the learning to occur. The researcher has noticed in some classes at PAIS, all of the learning takes place in the classroom, and is hardly associated with the real-world outside, possibly making the lessons somewhat surreal and less relevant to the everyday lives of the students. In the traditional instruction method of the content and delivery, students are expected to master knowledge through drill and practice, such as rote learning, and content is not placed in any specific context (Johnson and Johnson 1991; and Theroux 2004).

The student-centered approach is based on constructivism, and some examples of the methods used include case studies, cooperative learning, discussions, discovery learning, graphic organizers, the Ogle (1986) K.W.L. chart, learning centers, role-play, scaffolding, and simulations amongst others. Students can through discussion of the case debate their conclusions to complete the process. The work of Vygostky (1978) is pertinent here when the researcher considers how student's best learn. The Zone of Proximal Development (ZPD) suggests that when teachers use cooperative learning in the classroom, the less competent students can develop with the assistance from more skillful peers, and thus assimilate new information within the ZPD. Vygotsky (1986) maintained that the lesson, therefore needs to be taxing enough to stretch the abilities of the student, but not so difficult as to result in certain failure that will disparage their efforts, and in the end leave students feeling defeated.

With specific regards to the present-day education system in Thailand, and in order to have a balanced perspective on teaching pedagogy this researcher needed to investigate the similarities and differences between teacher and student-centered instruction methods, and any other information specific to this study.

The National Education Act, of B.E.2542 (NEA, 1999) and the Thai Ministry of Education aimed at reforming education in Thailand, and Chapter 3 of the Act explains the three types of education in Thailand: formal, non-formal and informal. The formal education aimed to specify curricula, assessment and other factors such as evaluation. The Non-formal education was intended to have more flexibility in such aspects as management procedures, duration and assessment and evaluation. The researcher believed that the ELL perceptions of the instruction method currently being used at PAIS, which has been observed as predominantly the traditional instruction method, have an effect on their academic achievement. Students are easily bored with their ever-shortening attention spans, and a more student-centered approach to instruction could help maximize their potential for creativity, and the use of HOTS.

When comparing the two methods of instruction the researcher believed that sheltered instruction is more in line with the needs of making the lessons interesting and fun, which will create an atmosphere more conducive for effectively engaging them in the classroom, rather than the students just passively listening to instruction. Indeed, the researcher believes that the way the students perceive the method of instruction is also an element of the students' achievement level.

How a student acquires a second language is an integral part of making the right choices in the method of instruction and how to structure lessons. According to Krashen (2013) there are two main ways that ability in a language is developed, the first being through acquisition, which is subconscious, and the second through learning, which is an active conscious process. Krashen (1981) described the theory of second language acquisition (SLA) as making a major distinction between acquiring and learning a language. According to his theory acquiring a language is a natural process of the human condition. He notes that learners come to acquire a second language through language input that is comprehensible to the learner provided by daily language experiences (i.e. Listening, speaking, reading and writing) of the individual learner. Language is therefore acquired naturally and over time.

In the method of Content based instruction (CBI) the emphasis is placed more on a topic being learned as opposed to the actually learning about language. Sticht (1997) contended that human intellectual activities such as thinking, communicating and problem solving have a double nature of cognition and need both process and content. When attempting to improve learners' cognitive abilities more than just improving their processes such as reading, writing and critical thinking is needed. To be able to carry out these processes to a certain level of ability needs at first a high level of content knowledge on which the processes are fundamentally based.

CBI has been around for quite some time, but there has been renewed interest over the past decade or so particularly in the North American continent as its use in ESL programs has shown. Davies (2003) found that the use of CBI is starting to spread to other parts of the world, and teachers are finding that it can help create new

and exciting ways for their students to learn. CBI has a very important part to play in the SIOP model and is considered an integral part of Sheltered Instruction.

In order to make grade level content more accessible for ELL, sheltered instruction can be used as it also promotes English language development. The sheltered instruction model combines second language acquisition strategies and content area instruction. The vocabulary and subject matter found in grade-level material can be used to teach students new concepts and skills by making the information comprehensible through language and context.

Sheltered instruction as a way to make content comprehensible for the ELL in their classrooms, has been around since the early 1980's. Freeman and Freeman (1995) remarked on the days when the term was first used in connection with ELL. The students were considered *sheltered* because they studied in classes separate from *the mainstream* and did not compete academically with native English-speaking students. Presently the majority of ELL study alongside their English-speaking peers and have to be accountable to the same curriculum standards. Echevarria *et al,* (2009) recommended that sheltered instruction presents a set of practices valuable to teachers in helping ELL learn English, and at the same time enable them to learn content material in English.

The Sheltered Instruction Observation Protocol (SIOP), was created in the early 1990s by Jana Echevarria, Deborah J. Short, and MaryEllen Vogt (Echevarria *et al.*, 2004), and was intended to improve the effectiveness of sheltered instruction. In the United States of America, where the SIOP model is much more prolific than in Thailand, educators at schools that have used SIOP have noticed that students in English Language Learner classes have benefited from teachers using SIOP strategies in the classroom. The researcher suggests that the SIOP model is much more prolific in America because that is where it originated, and also has been heavily marketed by both its creators and Pearson publishing company.

One reason for the introduction of SIOP at PAIS, is to ensure that students are able to systematically be encouraged as part of the lesson to consistently use what Bloom *et al*, (1956) suggested are their Higher Order Thinking Skills (HOTS), and not just be passive learners operating on the less demanding level of Lower Order Thinking Skills (LOTS).

Much of the previous research on the SIOP model has been undertaken in the United States starting in the early 1990's. In 1996, the Center for Research on Education, Diversity and Excellence (CREDE) funded by the U.S. Department of Education, researched sheltered instruction and developed an explicit model of sheltered instruction which was given the title SIOP. The SIOP model was used to train teachers, and also to conduct field experiments which could evaluate the effects of sheltered instruction. The preliminary study in 1997 had favorable results which validated the SIOP model as a reliable measure for sheltered instruction (Echevarria *et al*, 2004, p. 16).

The research claims a solid and growing research base that shows how the SIOP model positively impacts student achievement, but this researcher is not yet convinced of such claims. The national research which CREDE (2016) has carried out was on students whose teachers had been trained in the SIOP model. The research claims that the SIOP model performed significantly better in standardized state

academic writing assessment when compared to a group of students similar in skill level whose teachers had not been trained in the SIOP model.

Some of the research that has been conducted by Krashen is not very favorable towards the SIOP model. Krashen (2013) noted that only a limited amount of studies has been done involving SIOP trained teachers which have been compared to the performance of regular classes taught by non SIOP trained teachers. He also asserts that the comparison groups are not very well defined in any of the research, and it is not really evident what is actually causing the changes in outcomes. This Krashen (2013) contended, is probably due to the two conflicting hypotheses that form the basis of the SIOP model, and which eventually make the comparisons not theoretically useful

Krashen (2013) remained critical of the studies undertaken by some researchers, and disputes parts of the validity of their studies. Krashen asserted that so much information is missing from the research, such as information about the students and measures of mean and standard deviations. This makes it difficult to find valid results as it is not clear which features were actually responsible for the results. The SIOP model is described as a rubric or checklist of features that teachers need to follow whilst instructing ELL. Krashen (2013) informed that the SIOP model is constructed from two contradictory theories of language acquisition, namely the skill-building hypothesis and the comprehension hypothesis.

The researcher's main incentive for choosing this line of research is with the intention that it could be put to immediate use at Pan-Asia International School and is of use to other researchers interested in this area as the basis for justification for professional development, and not be just purely for academic purposes. The data analyzed here will have an immediate effect on the professional development at PAIS with more training being initiated if the results prove favorable towards SIOP. Met (1999) described the need for content mastery to be a high priority especially in the needs of ELL to precipitate their improvements in language proficiency and keep up with the demands of the mainstream curriculum.

The perceptions of the ELL in middle and high school towards the SIOP model is only part of the necessary research, though, as it does not prove the efficacy of SIOP. Further study is needed to assess that the students have not only positively responded to the questionnaire but have actually shown an improvement in their academic achievement.
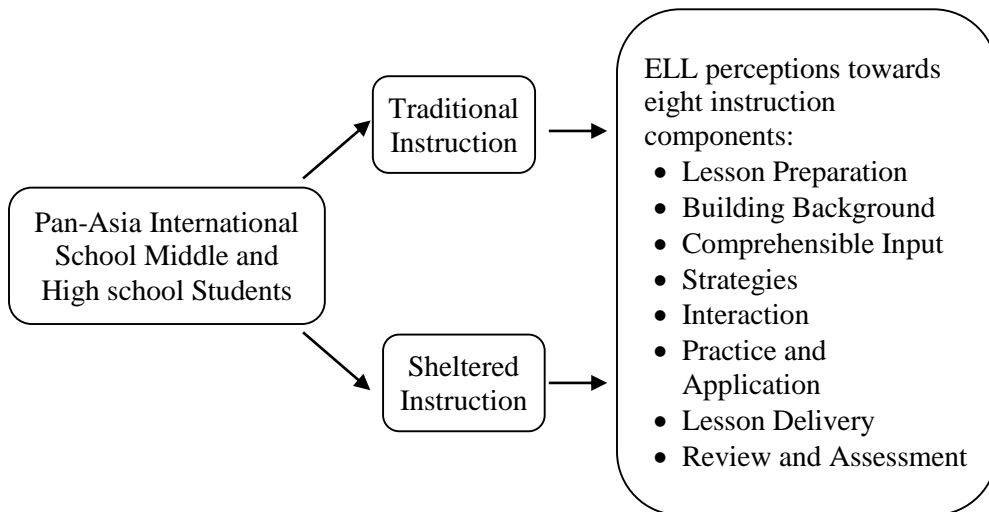
Conceptual Framework

The study aimed to determine the ELL perceptions towards traditional and sheltered instruction methods in the eight components of the SIOP, and then investigate any differences between the two instruction methods. The researcher used questionnaires as descriptors for ELL perceptions towards traditional and sheltered instruction methods. Figure 1 shows the conceptual framework of this study as below:

Instrument

The purpose of this study was to determine the perceptions of the ELL of grades 6, 8, and 9 towards the traditional and sheltered instruction methods, and investigate

Figure 1: Conceptual Framework of This Study
(PAIS, SIOP, Echevarria et al, (2008))

whether there is any difference in the student's perceptions towards the two methods in English Language study. The researcher employed a quantitative-comparative design to investigate the perceptions of the students to fulfill the purpose of this study. A questionnaire was used to determine the students' perceptions towards traditional and sheltered instruction methods in the eight components of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and finally review and assessment.

Population
Pan-Asia International School is a private school located on Chalermprakiat Road, Prawet district in Bangkok. This researcher studied the grades 6, 8 and 9 middle and high school English Language Learners, a total of 116 male and female students from many countries around the world. Grade 6 contained 20 male and 22 female students, grade 8 contained 19 male and 20 female students, and finally grade 9 contained 16 male and 19 female students. A total of 55 male students and 61 female students received the questionnaire. The students were all linguistically advanced enough to understand and complete the questionnaire.

The sample consisted of students from grades 6, 8 and 9 in the middle and high school currently studying English Language at Pan-Asia International School in the academic year 2015-16, for a total of 116 students. The sheltered instruction method was introduced in grade 7 Middle School at Pan-Asia International School during a Classroom-Based Research project (CBR) by the researcher as a precursor to this thesis, and hence rendered grade 7 as exempt from this study. The research was conducted in the second semester during the months of March to June 2016. The table below shows the sample details.

Table 1: The Number of Students for This Study

Grade	Number of Students
Grade six	42
Grade eight	39
Grade nine	35
Total	116

Findings

This chapter presents a summary of how the study was conducted, and what instruments were used to gather the data, as well as the study findings, conclusions, discussion, and recommendations for future research.

Summary of the Study

In this study, the researcher examined students' perceptions towards traditional and sheltered instruction model to find if there were any perceived differences between the two. The sample for this study was comprised of 116 students enrolled at Pan-Asia International School in middle and high school (Grades 6, 8 and 9), in the Academic year 2015/16, and the research conducted between March 21st and June 3rd 2016. The researcher used an adapted SIOP questionnaire as the instrument for collecting data from the students about their perceptions towards the two models. The researcher distributed a total of 116 questionnaires to the targeted population. The 116 questionnaires were received and the respondents' valid return rate was 100%.

The study was based on the following research objectives:

1. To determine the level of English Language Learners' perceptions towards traditional instruction methods in middle and high school at PAIS.

2. To determine the level of English Language Learners' perceptions towards sheltered instruction methods in middle and high school at PAIS.

3. To compare if there is any significant difference in the English Language Learners' perceptions towards traditional and sheltered instruction methods in middle and high school at PAIS.

There was one hypothesis: There is a significant difference in the English Language Learner perceptions towards traditional and sheltered instruction methods in middle and high school at Pan-Asia International School at a 0.05 significance level.

This study was a quantitative-comparative study based on a questionnaire used to investigate the students' perceptions towards traditional and sheltered instructional methods in grades 6, 8 and 9 middle and high school students. The questionnaire was also used to compare the students' perceptions between the traditional and sheltered instruction models.

Findings

The following findings were observed in the research study:

1. The data from the questionnaire shows that the respondents as a whole, grade 6, 8 and 9 middle and high school students, showed an overall positive perception towards traditional instruction. There is need for further research in the future, with a study on the perceptions comparing the different grade levels, and it is also important

to mention that this is limitation of this researcher's study. The total mean score of traditional instruction was 3.18, which, according to the interpretation key was positive. The component of lesson delivery received the highest mean score of 3.00 and a standard deviation of .93, which showed a positive perception. The component of practice and application showed a neutral perception with a mean of 2.27 and standard deviation of 1.07.

2. The data from the questionnaire shows that the respondents as a whole, grade 6, 8 and 9 middle and high school students, showed an overall positive perception towards sheltered instruction. The total mean score of sheltered instruction was 3.16, which was positive. The component of lesson delivery received the highest mean score of 3.28 and a standard deviation of .73, which showed a positive perception. The component of practice and application showed a positive perception with a mean of 2.94 and standard deviation of .80.

3. The study showed a significant difference in the English Language Learner perceptions towards traditional and sheltered instruction methods in middle and high schools at Pan-Asia International School at a 0.05 significance level. The mean and standard deviation of the students' perceptions towards the traditional and sheltered instruction methods showed that the total mean score of traditional instruction was 2.75, compared with sheltered instruction which was 3.12. According to the table the total standard deviation for traditional instruction was .90, and for sheltered instruction it was .78.

The Summary of Students' Perceptions towards the Traditional Instruction Method
Table 2 shows a summary of the mean and standard deviation of the students' perceptions towards the traditional instruction method. The total mean score of traditional instruction was 3.18, which, according to the interpretation key was positive. According to the table, item 3 received the highest mean score of 3.35, which, according to the interpretation key was positive, and item 6 got the lowest mean score of 2.27, which according to the interpretation key was neutral.

Table 2: Summary of Students' Perceptions towards Traditional Instruction

Students' Perception	M	S.D.	Interpretation
1. Lesson Preparation	2.88	.91	Positive
2. Building Background	2.68	.96	Positive
3. Comprehensible Input	2.97	.91	Positive
4. Strategies	2.59	1.14	Positive
5. Interaction	2.90	1.00	Positive
6. Practice and Application	2.27	1.07	Neutral
7. Lesson Delivery	3.00	.93	Positive
8. Review and Assessment	2.67	1.05	Positive
Total	2.75	1.00	Positive

The Summary of Students' Perceptions towards the Sheltered Instruction Method
Table 3 shows a summary of the mean and standard deviation of the students' perceptions towards the sheltered instruction method. The total mean score of sheltered instruction was 3.16, which, according to the interpretation key was positive.

According to the table, item 1 received the highest mean score of 3.28, which, according to the interpretation key was positive, and item 6 got the lowest mean score of 2.94, which according to the interpretation key was positive.

Table 3: Summary of Students' Perceptions towards Sheltered Instruction

Students' Perception	M	S.D.	Interpretation
1. Lesson Preparation	3.28	.73	Positive
2. Building Background	3.04	.83	Positive
3. Comprehensible Input	3.24	.78	Positive
4. Strategies	3.01	.88	Positive
5. Interaction	3.14	.84	Positive
6. Practice and Application	2.94	.80	Positive
7. Lesson Delivery	3.18	.81	Positive
8. Review and Assessment	3.12	.78	Positive
Total	3.16	.81	Positive

Research objective 3 was to compare if there is a significant difference in the perceptions of English Language Learners in middle and high school at Pan-Asia International School towards traditional and sheltered instruction methods at a 0.05 significance level.

1. Students' perceptions towards the traditional compared to the sheltered instruction method. Table 4 shows a summary of the mean and standard deviation of the students' perceptions towards the traditional and sheltered instruction methods. The total mean score of traditional instruction was 2.75, compared with sheltered instruction which was 3.12. According to the table the total standard deviation for traditional instruction was .90, and for sheltered instruction it was .78.

Table 4: The t-test Dependent Sample Results

Method	N	M	S.D.	t-value	Sig.(2-tailed)
Traditional Instruction	30	2.75	.90		
Sheltered Instruction	30	3.12	.78	-6.932	.00

In conclusion then, the data from the questionnaire shows that the respondents as a whole showed an overall positive perception towards traditional and sheltered instruction. The study showed a significant difference in the English Language Learner perceptions towards traditional and sheltered instruction methods in middle and high schools at Pan-Asia International School at a 0.05 significance level.

Conclusion

From the findings the following conclusions were drawn.

1. The grades 6, 8 and 9 middle and high school students' perceptions towards traditional instruction were positive.

2. The grades 6, 8 and 9 middle and high school students' perceptions towards sheltered instruction were positive.

3. There was a significant difference between grades 6, 8 and 9 middle and high school students' perceptions towards traditional instruction compared to sheltered instruction with students' perceptions more positive towards sheltered instruction.

4. The students' perceptions in the comparison most significantly differed between traditional and sheltered instruction in the components of strategies, and of practice and application.

Discussion

The results of this study determined that the level of the ELL in middle and high schools' perceptions towards the traditional instruction method was overall positive. Met (1999) maintained that a primary aim of ESL was to quickly gain academic proficiency in content-based instruction with a model that matches language to meaning. In this way the learner can gain control over the content more easily especially in programs that have integrated language and content for older learners. In traditional instruction this was not so much the case, and here resulted in some features that the students perceived as neutral, for example, in the component comprehensible input the lowest mean score showed that they perceived a lack of variety of techniques to make the content concepts clear. The same result was seen for the component strategies where the lowest mean score which according to the interpretation key was neutral. This showed that students perceived that there were not many opportunities for students to use learning strategies. Accordingly, in the component of interaction, the lowest mean score, which, according to the interpretation key was neutral, showed that students perceived that the grouping of students for activities when needed was not adequate. Genzuk (2010) recommended that as the lesson progresses, it is essential for the facilitator to check for understanding. The research also suggested that allowing the students time to process new information, getting feedback not only from the teacher, but also from their peers is an important part of the interactive process that could be lacking in traditional instruction at PAIS. In summary of students' perceptions towards the traditional instruction method of the component 6 of practice and application was neutral, with all other components results being positive according to the interpretation key.

The results of this study demonstrated that the level of ELL perceptions in middle and high schools towards sheltered instruction methods was positive. Students' perceptions towards the component comprehensible input was positive with the highest mean score, which according to the interpretation key was positive, and the lowest mean score for the variety of techniques to make the content concepts clear for students, but according to the interpretation key was still positive. The contention that Sticht (1997) made, that all human intellectual activities such as thinking, communicating and problem solving have a double nature of cognition needing both processes and content, seems to be well founded, and the findings of the research study at PAIS supported this claim as the framework of SIOP includes both criteria mentioned. Processes in order to be carried out to a proficient degree need to at first have a high level of content knowledge on which the processes are fundamentally based.

Students' perceptions towards the component of interaction showed the highest mean score, which according to the interpretation key was positive. Both enough time

given to answer teachers' questions and having enough opportunity to clarify concepts with their teacher and friends was perceived as positive here then. Although the lowest mean score was for grouping the students for activities when needed, it was still positive according to the interpretation key. Theroux (2004) recommended an inquiry-based method such as discovery learning using method such as graphic organizers, and journals or blogs. These methods can use the student's prior knowledge and experiences to construct new understanding and quite feasible used in not only individual work but in groupwork using social media. The total mean score of the component review and assessment according to the interpretation key was positive. The highest mean score, showing that the students' perception of getting regular feedback on the output such as language and content work was positive. Component review and assessment got the lowest mean score, which, according to the interpretation key was again still positive for students' perceptions towards receiving a regular review of key vocabulary.

This study's data determined that there was a significant difference in the English Language Learners' in middle and high school perceptions towards traditional compared with sheltered Instruction methods at a 0.05 significance level. The total mean score of traditional instruction was lower, compared with sheltered instruction which was significantly higher. According to the table the total standard deviation for traditional instruction was wider, and for sheltered instruction it was slightly narrower. As the sig. was found to be .00 which is smaller than .05, it was thus concluded that there is a significant difference between student's perceptions when comparing between the two models. Here though, at least in learners' perceptions, the SIOP model had a positive effect. The difference in students' perception towards traditional and sheltered Instruction was most noticeable in the component of practice and application with a higher, more positive perception towards sheltered instruction changing from neutral to positive. In the component of comprehensible input, a variety of techniques to make the content concepts clear for students' perceptions, changed from neutral to positive with sheltered instruction. Scully (2016) argued that problems with the SIOP model as a framework for instruction mean that much of the previous results are based on flawed research. Not only this, but also Scully asserts that SIOP is driven by clever marketing by the creators and the publishing company, with an outcome of this is that sheltered instruction for ELL has been diminished in the minds of some educators. The researcher also noticed there was a change in the students' perceptions towards the component strategies, with students' perceiving having many opportunities for students to use learning strategies. Petrina (in press) described how altering one component of instruction had an effect on all the other components and hence the actual process of instruction changes too. Altering strategies can have a big effect on the learning system and they should be malleable enough that when problems and issues arise the system can be altered and a in this way a feedback link established. For the component strategies the perceptions again changed from neutral to positive for this component item. Another component, which got the lowest mean score for grouping the students for activities when needed under traditional instruction, received a more positive mean score with sheltered instruction, which according to the interpretation key was positive. Scully (2016) further remarked that SIOP does

have the potential to help instruction, and give teachers greater choice whilst working with ELL, but only when it is used as one part of instruction, and not as a rigid framework.

In summary, then practice and application showed the most difference in comparison between the two models, whilst strategies showed the widest spread with a larger significant deviation. The overall perception of the students towards sheltered instruction was positive.

The study showed perceptions of the ELL in middle and high school towards the sheltered instruction model is positive, but this researcher realized that this does not prove in any way the efficacy of the SIOP model. There is a need for further study to assess whether, along with the students' perceived preference for SIOP by positively responding to the questionnaire, that they have actually shown a corresponding improvement in their academic achievement to match. With this in mind the researcher intends to study the academic achievement of the students between SIOP and non-SIOP. Donato, Hendry, Lee, Pessoa, and Tucker, (2007) suggested that more research is needed to find out just content-based models such as SIOP are actually appropriated, understood, and eventually put into practice by ELL teachers. This study was limited by time constraints as the researcher considered that there would not be enough data gathered to show any conclusive evidence of academic achievement being affected by the SIOP model in such a short time frame. A study undertaken by the Institute of Education Sciences (IES), was a much larger and more in-depth than this researcher undertook, the Evaluation of Quality Teaching for English Learners (QTEL, 2012) study was over a four-year time frame, but still did not manage to find conclusive evidence of the efficacy of the SIOP model to a sufficient standard to confirm the link between sheltered instruction and students' academic achievement.

Teachers at Pan-Asia International School should be offered to take professional development in the SIOP model. The implementation and features of the SIOP model should lead to more student-centered instruction, improved differentiated lessons and better language development for English learners.

This study shows a positive result in perceptions towards the SIOP model for the students, and this researcher is optimistic about the findings so far towards the SIOP model of other researchers which also seem positive towards the potential for SIOP to improve teaching and hence learning for ELL. The stakeholders at PAIS responsible for professional development have also noticed positive changes with the SIOP model trial. The SIOP model can be given firstly as professional development for middle and high school teachers at PAIS, and eventually be implemented in the other departments at the school. It is hoped that further implementation of SIOP at our school will bring more consistency between the different grade levels of ELL in middle and high school and will also help administrators with the ESL students to better understand the mainstream curriculum in order to transition into their appropriate grade as smoothly as possible.

This study provides implications for future research with regards to SIOP in Thailand. These future studies are needed to better understand the use of the SIOP model. According to the results of this study the respondents preferred the sheltered instruction model, but the researcher recommends further study at PAIS, and a larger

survey including more questionnaires covering other grades. This research along with further research on the students' academic achievement under sheltered instruction would be beneficial to future research in Thailand and internationally.

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