

ABSTRACT

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Key Words: ENGLISH LANGUAGE LEARNERS PERCEPTIONS,
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Thesis Title: 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

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The primary purposes of this research was 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.

Field of Study: Curriculum and Instruction	Student’s signature
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