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A STUDY OF THE ACADEMIC ACHIEVEMENT OF
FIFTH GRADE BILINGUAL STUDENTS IN ENGLISH-ONLY CLASSES

by
Karen Pritchard

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 1, 2005

Approved by _____
Professor

Date Approved May, 2005

ABSTRACT

Karen Pritchard

A STUDY OF THE ACADEMIC ACHIEVEMENT OF FIFTH GRADE BILINGUAL STUDENTS IN ENGLISH-ONLY CLASSES 2004/05

Dr. Louis Molinari

Master of Arts in Elementary School Teaching

The purpose of this pilot study was to examine whether or not the length of time spent in a bilingual program had any effect on the academic achievement of students when they were placed in English-only classes. Six fifth grade Hispanic students and three classroom teachers participated in the study. Brief classroom observations were conducted. Testing results were collected for three different tests along with report card grades. All data were recorded and interpreted by the researcher. Narrative explanations were provided along with tables for clarification. Results indicated that although the majority of the subjects received passing report card grades, the Terra Nova test scores were below average, along with the NJASK testing results. Also, the English fluency assessment (MAC II) reported that only two of the six subjects passed the fifth grade test. Even though some trends were found, the application of the ANOVA indicated that there was no significant difference between the three groups of subjects who had been in the bilingual program for 2, 3 and 4 years in regard to their academic achievement in the English-only classes.

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To all my family and friends, who continued to give me their unconditional support over the past several years while I worked through this master's degree program and final thesis project.

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CHAPTER ONE

THE PROBLEM

Significance of the Study

Bilingual education has been a controversial issue since its inception into the public school systems of the United States. Proponents of English-only classes or English immersion programs have frequently verbalized their opposition to bilingual education with thoughts like these: Our parents came here from Europe, did not speak English, did not have access to bilingual classes, and they were able to succeed in America. So, why can't the immigrants of today do the same? A campaign towards English as the official national language shows how strongly some proponents feel about this very issue (Castellanos, 1994). Bilingual education, by definition, supports the idea that the English language should not be a barrier to a child's education; the child should receive instruction in his native language, while at the same time receiving instruction in English. In the past, English language proficiency for immigrants was not nearly as important as it is today for economic and social success.

In the pre-Depression era of the United States, immigrants may have been able to function without the ability to speak English. In an industrial society where many employment situations were made up of blue-collar workers, English fluency was not always necessary. The factories, sweatshops and assembly-line type positions of that period did not require higher education or advanced English language proficiency skills.

In our contemporary highly technological society, however, English language proficiency is a must, and higher education experience is required for many current

positions in employment. In order for second language learners to become productive citizens of society in this country, true English language proficiency skills are necessary. The bilingual approach wants people to be proficient in the English language, however the path to attain the proficiency is the controversial issue.

In recent years, some states, like Massachusetts, Arizona and California have eliminated bilingual education and replaced it with English immersion programs. In other states like Colorado and Texas, dual language programs have become the popular choice. Certain English-only supporters, such as Ron Unz, a Silicon valley millionaire, are currently trying to change bilingual education legislation in places like New York and New Jersey, as well. (McCabe, 2004)

The face of bilingual education is constantly changing. After the inception of Proposition 227 in California which eliminated bilingual education, some school districts later allowed parents to sign a waiver to place their children back into a bilingual program where the students were being unsuccessful and the Spanish-speaking population was high.

Previously, in the south Jersey Abbott district where this study was conducted, students were exited from the bilingual program under the direction of a Funded Programs Director. Although NJ state code recommends multiple exit criteria with a strong emphasis on teacher recommendation, often one sole criteria was used and that was the cut-score for the MAC II English test.

This method of exiting students resulted in an early exit for many students even though the state recommendation is for students to remain in the bilingual program for 4 years.

Currently, under the direction of a different supervisor, the multiple criteria exit summary will be reinstated and teacher recommendation will be highly considered along with test data, report card grades, reading levels and ESL levels.

This is a perfect opportunity to explore whether or not the length of time spent in the bilingual classroom has any correlation to the academic success of students in the English-only classes.

Purpose of the Study

Since Hispanics are the fastest growing minority in present day America, wouldn't it be wise to meet the special needs of these bilingual students in the best way that we can? With the high incidence of Hispanic students dropping out of school, shouldn't we serve them the best way we can at the elementary level? Since Hispanics are the largest growing minority in the nation and continue to make up a significant portion of the workforce, we need to help them acquire the best possible education needed to be productive members of American society.

The purpose of this pilot study is to investigate the following: What is the academic achievement of bilingual students who have been placed in English-only classes? How are they scoring on standardized testing such as the Terra Nova? What are their testing results for the statewide testing on the NJASK required by the NCLB act? Are they making the cut-scores for academic English testing such as the MAC II?

To be more specific, the study used a small sample of fifth grade Hispanic students who had exited the bilingual program after 2, 3, and 4 years and are now completely mainstreamed into English-only classes. The students studied have not been

recommended for English as a second language support instruction, nor do they receive any other language support services. This K-8 elementary school is part of an Abbott school district in south Jersey where the research was conducted.

Statement of the Problem

When students are exited from bilingual programs, how well do they function in mainstreamed English-only classes? Can students be successful after only a few years of bilingual classes before being placed in an all-English setting? Research suggests that 4-7 years is required in native language instruction before students can make a successful transition to the second language (Krashen, 1977). Being fluent in a language while speaking does not necessarily mean one is able to comprehend the content areas in the second language (Krashen, 1977).

Null Hypothesis

There will be no significant difference in the academic success between the fifth grade Hispanic students who exited the bilingual program after 2 years, 3 years and 4 years as measured by test data (Terra Nova, NJASK and MAC II) and report card grades in the English-only classrooms.

Assumptions and Limitations

It is assumed that once students are placed in all English classes, they will be able to absorb all that is going on around them in their second language (English). This is sometimes referred to as the “sink or swim” theory by English immersion proponents.

However, the amount of time students spent in a bilingual program with native language instruction will affect their academic progress in the all-English classes. Hence, some limitations revolve around the students' native language instructional experience.

Another important consideration is to look at the country of origin for the students in question. Did they come directly to the bilingual classroom from a Spanish-speaking country? Is only Spanish spoken at home or is some English being spoken at home also? These areas will also be considered for the students in this pilot study as they may have a direct effect on the findings.

This pilot study is limited for several reasons. First, the limited time frame available in which to do this study and its brevity pose limitations. Second, the small number of non-random subjects makes the focus of this research quite limited. Third, the fact that all the subjects are in the same grade level and are housed in one school building will also limit the findings. This will hinder the ability to generalize the results to a larger group of the sample in question. A longitudinal study would obtain more beneficial results for future research.

Definition of Terms Used

For the purpose of this study, the following definitions will be used as excerpted from McCabe (2004):

1. English immersion: Instruction is entirely in English. Teachers strive to deliver lessons in simplified English so that students learn English and academic subjects.

2. English as a second language: May be the same as immersion but also may include some support to individuals in their native tongue. Typically classes are comprised of students who speak many different languages but who are not fluent in English. They may attend classes for only a period a day, to work strictly on English skills, or attend for a full day and focus both on academics and English.
3. Transitional bilingual education: Instruction for some subjects in the students' native language but a certain amount of each day is spent on developing English skills. Classes are made up of students who share the same native language (also referred to as bilingual education).
4. Two-way bilingual education: Instruction is given in two languages to students, usually in the same classroom, who may be dominant in one language or the other, with the goal of the students becoming proficient in both languages. Teachers usually team teach, with each one responsible to teach in only one of the languages. This approach is also sometimes called dual-immersion or dual language.

In addition to the aforementioned definitions the following is defined as follows.

1. "succeeding academically": for the purposes of this study, an average of "C" or above in content area subjects on a student's report card is considered as academically successful. Academic test data from the Terra Nova, NJASK and MAC II testing will also be used to interpret academic success through the utilization of national norms, proficiency levels and cut scores.

Research Questions

1. Could it be that Hispanic students who exit bilingual classes after 2, 3 and 4 years in the program have the same academic success in the English-only classroom regardless of how many years they spent in the bilingual classroom?
2. Are the bilingual students in grade five of the all-English classes succeeding academically in the content areas according to report card grades?
3. Are these students scoring above or below national norms on standardized testing?
4. Are the students in question achieving required proficiency levels on statewide testing?
5. Are these students scoring near or at the cut score for fifth grade academic English testing ?

Method, Design and Instrumentation

To investigate the research questions listed above, testing will be administered and various test data will be accumulated and interpreted. In addition, report card data will be collected and evaluated.

The Terra Nova test is a standardized test used primarily to measure reading and math ability. Scores from the spring of 2004 will be recorded, interpreted and compared to national norms.

The NJASK test is a state implemented test created to comply with the NCLB act. It was also given in the spring of 2004 and will be evaluated in terms of state-required proficiency levels which, according to the act, are required to show adequate yearly progress (AYP).

The Maculaitis test, now called the MAC II, is an English test which measures English fluency (listening and speaking) and academic English ability (reading and writing). It will be administered at the fifth grade level, scored by the researcher and its results will be compared to NJ state-developed cut-scores for fifth grade students.

Chapter Summary

Bilingual education continues to be a controversial topic among public educators and the general population of this nation. Since its inception into the public school system, there have been strong pros and cons regarding this issue. Although English language proficiency may not have been necessary in the pre-Depression era of the United States, it certainly is a necessity now. In our current highly technological society, English proficiency is required for one to become a successful addition to our American society.

In some states across the nation bilingual education has been eliminated and replaced with either English immersion classes or dual language programs. English as a second language programs still exist as a supplement to bilingual education.

Research indicates that 4 to 7 years in a bilingual classroom is necessary before a successful transition to English-only classes can be achieved. A student's oral English language fluency does not necessarily mean that the academic English skills necessary to achieve in the content areas of the English-only classroom are present.

Since Hispanics are the fastest growing minority in the United States and since this particular group has such a high drop-out rate, we really need to focus on the education of these students, particularly in regard to their English fluency and

proficiency. In order for this segment of the population to become productive members of American society, English fluency and proficiency must be achieved.

This pilot study will attempt to find out if the amount of time spent in a bilingual classroom setting has any relationship to the academic success of the Hispanic child in the English-only setting. Through the use of report card grades and test data, some conclusions will be made. Ideally this study should continue over a period of time and after becoming more of a longitudinal-type study, it could present further results as to whether the length of time spent in bilingual classes affects the academic success of Hispanic students in English-only classes. The ability to generalize the findings to a larger group can only be measured if this pilot study can continue over a period of years as a longitudinal study.

Organization of the Thesis

Chapter One discusses the problem surrounding bilingual education versus English-only classrooms. The significance of the study and its purpose are described as well as the limitations to the study.

Chapter Two discusses recent literature on bilingual education versus English-only classes. The controversy between bilingual classrooms and English immersion classes is well documented here.

Chapter Three discusses the methodology and design for this study. The instrumentation is also explained.

Chapter Four reports the findings of the study and analyzes the data. The null hypothesis will be discussed.

Chapter Five summarizes and interprets the findings. It also provides conclusions and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

Bilingual education continues to be a controversial topic among second language learner experts. Research indicates that a good foundation of bilingual education is needed before a successful placement in English immersion classes can occur. Krashen (1997) stresses that a significant amount of time is needed in native language instruction before the transition is made to the second language successfully.

Attitudes and Opinions

Historically, research has indicated that teachers played an important role in students' acceptance or rejection of their native language and heritage (Aldana & Ogletree, 1983). Aldana and Ogletree also reported, at that time, that some students and teachers believed their progress in English had actually been slowed because of the bilingual classes. More recently, however, when parents and teachers were asked about their support for bilingual education, from 66-99% of samples surveyed were in favor of bilingual education (Krashen, 1996).

An even more recent study of 1,043 parents was conducted in California. The study found that the parents of children attending ten dual language programs (also known as two-way bilingual education programs) were in favor of these types of educational programs. This study also reported that parents understood the purpose of these programs, freely chose them, and felt they were effective (Shannon, 2002).

It is evident that attitudes and opinions on bilingual education have changed over the years. In the pre-Depression era of the United States when many immigrants came over from Europe to begin a new and better life, they were subject to discrimination. This made many families ashamed of their national heritage and also made them reluctant to share their culture outside of their close-knit neighborhoods. Many people even shortened their names to avoid further discrimination in the workplace as well as in the schools for their children. The urge to assimilate into the American culture was strong and many parents understood the importance for their children to learn English as quickly as possible. Children were placed in school without the benefit of bilingual classes and although they survived, many did not graduate from high school. The economic situation of these families required everyone to work to aid in the survival of the family.

Today, the people of the United States have developed a sensitivity and appreciate diversity in our culture. The “melting pot” of our nation’s immigrants is now more fondly referred to as the “salad bowl”. Instead of trying to assimilate everyone into the American culture, we embrace the differences and try to learn from one another. Parents want their children to hold on to their heritage and culture and since language is such a large part of that culture, bilingual classes are currently looked at favorably by most Hispanic parents along with the programs that teach their children the English language.

Referendums, Laws and Propositions

In 1998, California passed Proposition 227 which put an end to bilingual education after 26 years and placed English language learners in English immersion programs. After one year of the implementation of this English immersion program,

results indicated that this early immersion in English language classes did not adversely affect students' achievement (Porter, 1999). In the following years, though, things began to change. Some children in the English-only programs began to struggle. Even though survival and social English skills were developed after one year of English immersion, academic English was not. In 2002, the California Board of Education approved regulations that allowed the principal, educational staff and parents to make the decision on whether or not the children should be placed in bilingual education programs. This nullified a core provision of Proposition 227 (Rossell, 2002).

In 2000, Arizona voters passed Proposition 203, an initiative similar to California's Proposition 227. Both were financed by Ron K. Unz, a Silicon Valley entrepreneur, who continues to launch anti-bilingual campaigns in other states, like New Jersey and New York (McCabe, 2004). Unz has the belief that when children are completely immersed in an English-only classroom they will inherently absorb all that is going on around them. Bilingual educators believe, however, that abstract subject matter cannot be learned by merely sitting in a classroom and being exposed to an incomprehensible tongue. Meaningful participation in a language they understand is necessary.

In 2001, the New York City Board of Education voted to overhaul its bilingual educational system. A proposal gave more rights to parents and planned to move children into English instruction rather than continue their native language classes ("Board of Education Votes," 2001).

In 2002, voters in Massachusetts voted to replace a 31-year-old bilingual law with

one year of English immersion for bilingual students (Joiner, 2002). The law passed, doing away with the oldest bilingual law in the nation (McCabe, 2004). Three months after Massachusetts public schools implemented voter-approved English immersion classes for thousands of immigrant children, however, teachers were faced with the fact that many students had to remain in immersion classes longer than the one-year time limit specified by the new law. The realization that academic English cannot be acquired in one year had hit home. Survival English and social English are more likely to be acquired in that first year of the English-only program (Vaishnav, 2003).

Although many states appear to be in favor of English immersion classes, research indicates that children need a solid base of academic language in their native tongue before making the transition to all-English classes. Subject matter knowledge and strong literacy skills of the native language are necessary before making a successful transition to an all-English classroom. This fuels the argument for students to receive native language instruction in solid bilingual programs, as well as English as a second language instruction, for an ample amount of time before being placed in all-English classes. Research suggests 4 to 7 years in a good bilingual program is necessary before success can be achieved in all-English classes.

Research and Studies in Bilingual Education

The best bilingual education programs include English as a second language instruction, instruction in the first language, and transition to the mainstream through gradual exit plans (Krashen, 1997). Krashen also finds that children who arrive in this country with a good education in their first language have already gained two objectives

of a good bilingual education program: literacy and subject matter knowledge. Research by Krashen (1997) indicates that the ability to read transfers across languages. Thomas and Collier (as cited in Zehr, 2002) agree that long term bilingual programs that develop strong literacy both in students' native languages and in English are the most effective kinds of programs. The strongest predictor of English language student achievement is the amount of formal native language schooling. The more native language grade-level schooling, the higher the English language achievement (Thomas & Collier, 2002).

Today, many LEP (limited English proficient) children only encounter English at school. They live in neighborhoods where Spanish prevails (Krashen, 1997). Krashen notes that most LEP children have little access to books in either their native language or English.

Critics of bilingual education claim that English immersion programs in Texas were shown to be superior to traditional bilingual programs (Krashen, 1997). In each case, however, Krashen explains that the programs labeled immersion were really bilingual education with a significant part of the day being taught in the primary language.

After an evaluation of the National Research Council's report on schooling for language minority children, it was determined that the use of native language programs does have a measurable effect in bolstering language minority students' academic success (Hakuta, 1998). However, Hakuta also stated that effective components of various types of programs should be used in local school districts as opposed to just one instructional program.

In Texas, a longitudinal study that examined program participation and academic progress of second language learners for an 8-year period found performance differences between students who were economically disadvantaged and those who were not ("Program Participation," 2002). This brings to attention that other factors such as socioeconomic status should be considered when evaluating these students. Research indicates, however, that socioeconomic status influences only 5% of achievement with strong programs but as much as 18% for weaker ones. Therefore, effective and sustained programs can almost completely overcome the negative effects of low socioeconomic status (Thomas & Collier, 2002).

Most studies in bilingual education indicate a need for strong native language instruction in addition to good English as a Second Language programs. Although the ultimate goal is for the students to obtain academic English and to become fluent in the second language, true transitional programs are recommended which include instruction in the native language as well as English.

Standardized Testing Results

Burnham-Massey and Pina's study (as cited in Krashen, 1997) found that good bilingual programs have brought students to the 50th percentile on standardized tests of English reading by grade 5. With a good supply of books, however, in both the first and second languages, students can go far beyond the 50th percentile (Krashen, 1997).

Wayne P. Thomas and Virginia P. Collier (as cited in Zehr, 2002) also found in their research that students who take bilingual education classes do much better on standardized tests after entering mainstream classes than students who take English-only

classes. Thomas and Collier conducted one of the longest studies in bilingual education's history. It involved twenty-three school districts in fifteen states from 1985 to 2001. This study was federally funded by the Office of Educational Research and Improvement of the U.S. Department of Education, as one of the studies of the Center for Research on Education, Diversity and Excellence (CREDE). In cooperation with those school districts that chose to participate, the researchers followed every language minority student who entered the school district for every year of his/her attendance in that school district, by each program type attended, including the mainstream. Over 2 million records of language minority students were collected and evaluated using standardized test scores from the different school districts including the school years 1982-2001. Although over one hundred primary languages were represented in the student samples, Spanish speakers made up the largest group (Thomas & Collier, 2002).

Thomas and Collier focused mainly on 11th grade results from nationally standardized tests, on the total Reading subtest (measuring academic problem solving across the curriculum-math, science, social studies, literature), for students who entered the U.S. school district with no English language proficiency in Grades K-1. Closing the gap between English language learners' test scores and national norms for standardized testing was the main focus of their study. A percentile of 50% or higher was the goal to be attained by the English language learners. The following research findings were recorded:

- English language learners (ELLs) whose parents refuse bilingual/ESL services show large decreases in reading and math achievement by Grade 5. The largest number of high school drop-outs come from this group. Those

remaining in school scored near the 12th percentile on the standardized reading test.

- Proposition 227 in California (one year immersion in English classes, followed by immersion in the mainstream) has resulted in even less gap closure than ESL pullout programs, the next lowest achieving group. There is no significant evidence of achievement gap closure by English language learners, especially in the secondary grades.
- The typical end-of-school achievement for graduates of ESL pullout programs (2-3 years) is the 11th percentile with a significantly high dropout rate.
- Graduates of ESL content (or sheltered instruction) for 2-3 years reached the 22nd percentile by the end of their high school years.
- Transitional bilingual education (TBE) students who were in a segregated classroom for 2-3 years reached the 24th percentile on the standardized testing. However, transitional bilingual education students of 3-4 years who were integrated with native-English speakers for half-day instruction in English, reached the 32nd percentile.
- Dual language programs that instruct a half day in the native language and a half day in English, are the only programs that assisted students to fully reach the 50th percentile in both the native language and English in all subjects. These students have maintained that level of high achievement or reached even higher levels through the end of schooling. These programs had the lowest dropout rate of all.

Thomas and Collier's extensive longitudinal study shows the importance of native language instruction as well as English instruction for English language learners. The best programs appear to be those which provide half a day in native language instruction and half a day of English instruction. Many states have found these programs to be the most effective for English language learners.

Summary of Literature Review

Bilingual education continues to be a controversial issue in our nation among educators as well as common American citizens. Many believe that English should be the only language spoken in this country. This explains the enthusiasm for English-only classes and the rush to place immigrant children in English immersion programs.

Changes in the law have shown a trend towards the elimination of traditional bilingual programs and a desire to implement those that encourage more instruction in English. Experts in second language acquisition research indicate, however, that a solid base in the native language is necessary to make a successful transition to the second language. Good readers and writers have an easier time when they learn a second language because they have that solid academic base. Unfortunately, when children come from places like Mexico, where school attendance is not mandatory, they struggle to succeed in school, and the task of learning a second language becomes even more difficult. If good bilingual programs can be provided for these students so that they may become literate in their first language, the transition to English can be made that much easier. Socioeconomic status and the types of language programs provided have also been found to play an important part in students' academic achievement.

Studies done on standardized testing with LEP students also show a significant gain for those who had been in good bilingual programs as opposed to those who had just taken English-only classes. A significant longitudinal study showed that actual dual language programs where half a day is taught in Spanish and half a day is taught in English have the best standardized testing results. This fuels the argument for students to spend a sufficient amount of time in bilingual classes with native language instruction as well as English instruction. Even after a year in English immersion classes, many teachers are finding that students need more time to develop the academic aspects of the second language.

Continued research is suggested to see which are the best programs for the successful academic achievement of bilingual students in this country. More longitudinal studies would be beneficial in following particular students over several years to see how the different programs affect them and also provide valuable information for second language educators.

CHAPTER THREE

DESIGN OF THE STUDY

Setting

Bridgeton, New Jersey is an historic community located in Cumberland County, a part of southern New Jersey. Richard Hancock began this settlement in 1686, by building a sawmill and several houses for his workmen. In 1716, a bridge was built across the Cohansey River and the settlement became known as Cohansey Bridge. By the time of the Revolution, Bridgetown, as it was then known, had 200 inhabitants. By 1838, the population had expanded to 2,387 and offered its residents a full range of products and services, needing to import very little (“Bridgeton Historic District”, 2005).

Today, Bridgeton prides itself on its historic heritage with more than 2,000 buildings open to visitors which provide an interesting view into this old world setting. In addition to a tour of the town, Bridgeton also provides a number of museums, a zoo, a park and an amphitheater for visitors who are interested in a glimpse of its history (“Bridgeton Historic District”, 2005).

According to the 2000 census, the population of Bridgeton was 22,771 with about 41% of its inhabitants recorded as Black, 31% White, 24% Hispanic, 1% Asian and the rest documented as “other”. The census also reported an average household income of \$36,682 which is about \$15,000 less than its urban neighbor, Vineland, New Jersey (“Pop Stats: Bridgeton, New Jersey”, 2005).

Since Bridgeton is considered one of the “Urban 30” by the New Jersey State Department of Education, it qualifies as an Abbott school district. Its lower than average

socioeconomic status allows this at-risk population to receive additional school funding for its students. In the 2002-2003 school year, the district's budget provided \$12,547 per pupil, which was \$1,234 above the New Jersey state average expenditure for students (New Jersey Department of Education, 2003).

Broad Street School is the newest school in Bridgeton, New Jersey. Formerly the Bridgeton Middle School, Broad Street School came into existence on July 1, 2003 when the district went to a K-8 configuration in the elementary program. This eliminated the Bridgeton Middle School, and all elementary schools in Bridgeton now house K-8 classes (New Jersey Department of Education, 2003).

Broad Street School houses about 830 students in grades kindergarten through eighth grade. Fifty-eight percent of the students are Hispanic, 32% are Black, 8% are white and the other 2% are classified as "other". One hundred and sixty-four staff members are employed here with 87 of them employed as teachers and the remainder are designated as teacher's aides, administrators and additional support staff members.

Population and Sample Selection

Students from three fifth grade classes enrolled at Broad Street School were asked to participate in the study. The students were chosen due to the fact that they constituted a sample of convenience and were easily accessible. This non-random sample also met the criteria for this quantitative pilot study. The total fifth grade enrollment is 104, which includes one bilingual class and four English-only classes. A sample of six Hispanic students was utilized for this pilot study from three English-only classes, three boys and three girls.

Instrumentation

Three types of testing were considered for this pilot study: The NJASK test, the Terra Nova test and the MAC II test. Also, report card grades were reviewed for the first and second marking periods of the fifth grade students who participated.

Brief, one-time observations were conducted in the fifth grade classrooms included in the study, and informal interviews were also held with the teachers, as needed, after these observations. Responses and behaviors were recorded by the non-participant observer for general background information of the students.

Relationship of the Instruments to the Null Hypothesis

The null hypothesis states that there will be no significant difference between the students who were in the bilingual program for 2 years, 3 years and 4 years regarding their academic achievement as measured by test data and report card grades. The test data results will help to determine whether or not a significant difference exists. Report card data will also help to determine whether or not significant differences exist.

Description of Testing Instruments

The NJASK test was developed by the state of New Jersey to correspond to the requirements of the No Child Left Behind act (NCLB). Reading and math skills are measured to determine adequate yearly progress (AYP). Currently the NJASK test is given to third and fourth graders in the spring of each school year.

The Terra Nova is a standardized skills test chosen by the school district to measure reading, math and language arts skills. It is also available in Spanish which is called the Supera. The Terra Nova is also administered in the spring of each school year.

The Maculaitis test (MAC II) is an English fluency and academic test which is privately developed and measures listening, speaking, reading and writing skills. It is accepted by the state of New Jersey for use to properly place and/or exit students from Bilingual/ESL programs. It is always administered in May of each school year for all program participants.

Scoring Procedures

The NJASK test's scoring is broken up into three proficiency ranges: Partially proficient, Proficient and Advanced proficient. The point ranges are: 100-199 for Partially proficient, 200-249 for Proficient and 250-300 for Advanced proficient.

The Terra Nova test uses percentiles and national norms for its standardized scoring procedures. The three categories are: Below average, Average and Above average. Below average is considered 1-22%, Average is 22-77% and Above average is 77-99%. A 50% is the national norm requirement for each category.

The MAC II test uses raw scores, standard scores, percentiles and NCE's. The state of New Jersey has developed cut scores which correspond to the standard scores for use to measure a student's yearly growth and their program placement or exit. The spring cut score which will be used in this pilot study for fifth grade is a standard score of 569. NCE's are used by the state to measure growth as a whole for the school district.

Requirements for Data Collection

Following approval from the Institutional Review Board of Rowan University, a parent/guardian information letter was sent home in English and Spanish with each fifth grade student in the study. This letter consisted of a brief description of the study, the rationale for the study, an explanation of its instruments used for collecting data, and asked for a signature which allowed permission to complete the study using his/her child (see Appendix A). Permission was also received from the Broad Street School principal and the superintendent of Bridgeton Public Schools before proceeding with data collection. This letter explained that, in addition to administration of testing, access to the students' cumulative folders is necessary for gathering other test data information and report card grades (see Appendix B).

Upon receipt of parent/guardian permission and administrative permission, a schedule was compiled with classroom teachers for testing administration to be conducted with fifth grade students included in the pilot study.

Description of Data Analysis

Upon completion of the observations and testing administration, an analysis of the data was conducted. Report card data and other testing information were also included in the data collection and analysis. Tables for report card grades and testing results are presented in Chapter Four.

Using the analysis of variance test (ANOVA), the data findings were compared to the research questions that had been previously developed. The findings of this

analysis are included in the tables and narrative descriptions that are presented in Chapter Four.

Chapter Summary

Bridgeton, New Jersey is an historic community located in Cumberland County. Originally settled in 1686 by Richard Hancock, Bridgeton prides itself on its historic heritage. Over 2,000 buildings are open to visitors who enjoy taking a tour into this old world setting.

Since Bridgeton School District qualifies as an Abbott district by the state of New Jersey, each pupil receives additional monies in regards to the school budget. This at-risk population receives above the state per pupil expenditure.

Broad Street School is a K-8 elementary school which has the largest number of students in all of Bridgeton's elementary schools. The student population is predominantly Hispanic with more than half the student body being of Mexican descent.

This pilot study involves six Hispanic students, three boys and three girls. Three different tests were involved in this study, as well as, report card grades. Brief one-time observations were also conducted for background information on the subjects.

The null hypothesis states that there will be no significant difference between the students who were in the bilingual program for either 2 years, 3 years or 4 years regarding their academic achievement as measured by test data and report card grades. The test data results and report card grades will help to determine whether or not a significant difference exists.

Permission was granted from the school district, Rowan University, and the parents of the subjects before any testing or data collection began for this quantitative pilot study.

Narrative descriptions and tables are presented in Chapter Four for data analysis. The analysis of variance test (ANOVA) will also be used to compare the means of the three different groups involved in the study.

CHAPTER FOUR

ANALYSIS OF THE DATA

Profile of the Sample

Students from three fifth grade classes enrolled at Broad Street School in Bridgeton, New Jersey were asked to participate in the pilot study. The students were chosen due to the fact that they were Hispanic students who were in bilingual classes for 2, 3 or 4 years and are now in English-only classes. This purposive sample was also easily accessible to the researcher due to their enrollment in the building where she is employed. The total fifth grade enrollment is 104, which includes one bilingual class. From the four English-only fifth grade classes, only three of them had students who fit the criteria of the sample. These six students were used for the study. Three fifth grade classroom teachers from English-only classes also participated in the study.

Research Questions

1. Could it be that Hispanic students who exit bilingual classes after 2, 3 and 4 years in the program have the same academic success in the English-only classroom regardless of how many years they spent in the bilingual classroom?
2. Are the bilingual students in grade five of the all-English classes succeeding academically in the content areas according to report card grades?
3. Are these students scoring above or below national norms on standardized testing?

4. Are the students in question achieving required proficiency levels on statewide testing?
5. Are these students scoring near or at the cut score for fifth grade academic English testing ?

Presentation and Analysis of the Data

Data for the study were analyzed by collecting standardized testing information (Terra Nova) and comparing it to national percentiles. The NJASK test was compared to state required proficiency ranges. English fluency and academic testing scores (MAC II) were compared to the required cut scores for the end of fifth grade. Report card grades were collected for the first and second marking periods of the 2004-2005 school year to evaluate the subjects' academic performance in three subject areas: reading, writing and mathematics. Classroom observation reports were provided in a narrative form to provide background information on the subjects' who participated in this pilot study.

Observations

Three brief one-time observations were conducted in the three fifth grade classrooms where the subjects were enrolled to determine a basic understanding of the classroom settings and student-teacher interaction. Informal discussions took place between the teachers and the non-participant observer after the observations which helped to provide some background information on the subjects.

Mrs. S., a first year teacher, who has a class of 23, was walking around the class while the students were working independently on a skill building activity. She was

answering questions as they arose. Michelle, an outgoing Hispanic girl, was working diligently on the assignment. Mrs. S. later remarked that she is an independent worker but sometimes struggles with reading comprehension, as does the other subject in her class. Ismael was described by Mrs. S. as very smart but needed to build some self-confidence. She said she was trying to help him build up his self-esteem. Both subjects were enrolled in the bilingual program for two years.

Mrs. B., who has a class of 22, was teaching a lesson about friction, gravity and Isaac Newton. The students were taking notes. The teacher appeared to have a good rapport with the students in her classroom. Maria, a quiet Hispanic girl, was working quietly and independently but sometimes looked at the observer nervously. At one point she put her head down and later was sharpening crayons at her desk. While others around her later socialized, she preferred to remain silent. Mrs. B. later explained that Maria is very shy. Monica, another shy Hispanic girl, worked quietly and independently during the review. Later, Mrs. B. remarked that she is conscientious but struggles with spelling. Both girls participated in the bilingual program for three years.

Mr. B., who has a class of 24 students, was reviewing social studies questions previously found on the test the class had taken. It appeared that many students had struggled with this assessment when he later shared with the observer that both subjects in this study from his class had failed the test by obtaining 45 or 50%. Abel, a friendly Hispanic boy, was out of his seat and later put his feet up on the desk. Other students were walking around as well, getting papers or sharpening pencils. Mr. B. later explained that Abel is inattentive and easily distracted. He goes to Mexico each winter for a month during the school year which also hinders his academic success. Later, Mr. B. said that

Alan, a Hispanic child with a good sense of humor and a nice personality, was having some personal problems at home with an older cousin and was seeing a counselor at school. Both boys were in the bilingual program for four years.

All of the subjects mentioned above have Spanish as their native language. Spanish is the primary language spoken in the home and in most cases the parents of the subjects speak very little English or none at all.

Test Results and Background Information

At the end of third grade, multiple exit criteria were utilized to determine students' readiness to exit the bilingual program and be placed in English-only classes. In addition to Terra Nova and Mac II test scores, reading grades and E.S.L. levels are routinely used to establish placement recommendations for the following school year. Teacher recommendations are also strongly considered in the placement process. Unfortunately, the Terra Nova results were not back in time to be used for the multiple exit criteria recommendations. However, all six subjects in this pilot study exited the bilingual program at the end of the third grade and are now in their second full year of English-only classes without any ESL instruction.

Academic success in the English-only fifth grade classrooms was measured by first and second marking period report card grades. A "C" or above was considered successful for the purposes of this pilot study. Grades in reading (R), writing (W) and math (M) were recorded on the six subjects. Table 1 displays this report card information.

All of the subjects received a “C” or above in reading. Four of the six subjects were considered successful in writing, which included spelling and grammar. Five subjects were considered successful in math. The teachers explained during their interviews that some of the lower grades were due to incomplete work. One subject went to Mexico for a month during the second marking period which had an effect on his reading grade. His teacher remarked that he was having a “terrible” time readjusting since he returned after being out of school for an entire month..

Table 1

First and Second marking period report card grades for fifth grade bilingual students in English-only classes in Reading, Writing, and Math (“C” or above=academic success)

	<u>R</u>		<u>W</u>		<u>M</u>	
	MP1	MP2	MP1	MP2	MP1	MP2
Ismael	C	C	C	C	D	C
Michelle	C	C	B	B	C	B
Maria	C	C	C	B	B	B
Monica	C	B	D	B	B	A
Alan	B	B	C	D	C	B
Abel	B	C	B	B	C	B

There appears to be a trend among the report card grades for the subjects in this pilot study. Table 1a show the data below . For the first marking period, the students who were in the bilingual program for two years had a mean score of 75.00 for reading, writing and math. The subjects who were in the bilingual program for three years had a

mean of 76.50 in the same courses. The students in bilingual education for four years had the highest mean of all: 79.03. This shows a gradual increase in report card grades as it relates to the number of years in the bilingual program.

Table 1a

Means of First marking period report card grades for Reading, Writing, and Math

Number of Years in Bilingual Program	Two Years	Three Years	Four Years
	75.00	76.50	79.03

For the second marking period there was a discrepancy in the means of the report card grades due to the fact that one of the subjects went to Mexico for an extended vacation and missed one month of school. Table 1b shows the data below. The two-year bilingual students had a mean of 84.17, the three-year bilingual students had a mean of 85.85 but then the four-year bilingual students which included the subject who went to Mexico, only had a mean of 79.62. This loss of school attendance may have affected the trend noted above. Had the subject not missed an entire month of instruction, the mean may have increased as it did in the first marking period for the four-year bilingual group.

Table 1b

Means of Second marking period report card grades for Reading, Writing, and Math

Number of Years in Bilingual Program	Two Years	Three Years	Four Years
	84.17	85.85	79.62

Table 1c below shows the ANOVA data. For both marking periods when the ANOVA test was calculated from the report card grades, the critical value of 3.68 was used. Since the F ratios of .63 and 1.51 were not larger than the critical value, the null hypothesis could not be rejected. Therefore, according to the ANOVA test, there is no significant difference between the three groups.

Table 1c

Analysis of Variance(ANOVA) for First and Second marking period report card grades

Marking period	df	F
1	17	.63
2	17	1.51

Critical value = 3.68

The Terra Nova testing was administered in English during the spring of fourth grade for the six subjects in this pilot study. Results are listed in Table 2 below. For comparison purposes a national norm of 50% is used to measure proficiency in reading, language arts and math. According to Terra Nova standards, a below average percentile is from 1 to 22%. An average range is from 22 to 77% and the above average range is considered 77 to 99%. In reading, all of the subjects scored below the national norm of 50%. Four of them scored in the below average range and the other two scored in the average range. In language arts, all of the students scored well below the 50% national norm. Again four subjects scored below average and only two scored in the average range. In math, only one subject scored above the national norm of 50%. Here, two subjects scored below average and four scored in the average range for math. Sometimes

math is considered an easier subject for second language learners as many of the concepts are universal. No students scored above average in any of the categories.

Table 2

Terra Nova Standardized Test Results for fifth grade bilingual students in English-only classes for Reading, Language Arts and Math (National Percentiles)

	<u>R</u>	<u>L.A.</u>	<u>M</u>
Ismael	30	26	25
Michelle	17	10	19
Maria	11	20	26
Monica	13	26	30
Alan	45	19	62
Abel	6	4	15

A slight trend does appear to exist for the Terra Nova test scores. Table 2a shows the data below. Although the two year bilingual students had a mean of 21.17 for the Terra Nova test in reading, language arts and math, the three year bilingual students had a mean of 21.00 which is almost exactly the same as the two year bilingual students. However, the four year bilingual students did have a mean of 25.17 for all three areas of the Terra Nova test which indicates a slight increase for that group when compared to the other two groups in the study.

Table 2a

Means of Terra Nova test scores for fifth-grade bilingual students in English-only classes

Number of Years in Bilingual Program	Two Years	Three Years	Four Years
	21.17	21.00	25.17

Table 2b below shows the ANOVA data. When the ANOVA test was calculated from the Terra Nova test scores, the critical value of 3.68 was again used. Since the F ratio of .15 was well below the critical value, again the null hypothesis could not be rejected.

Table 2b

Analysis of Variance for Terra Nova test scores (Reading, Language Arts and Math)

Number of Subjects	df	F
6	17	.15

Critical value = 3.68

The MAC II test measures English fluency and academic English for four domains: listening, speaking, reading and writing . A total standard score was used for measurement against the cut score for fifth graders. According to state guidelines, the cut score for the spring of fifth grade is 569. The standard error of measurement for this test at the fifth grade level for spring is 11 points. The six subjects in the pilot study were given the MAC II in March of 2005. Table 3 shows the results of the MAC II testing which also includes percentiles and NCE's for clarification purposes.

Only two of the subjects in this pilot study scored above the cut score for fifth grade on the MAC II test. Even though all of these subjects have been out of the bilingual program for two years and have been immersed in all-English classes without any additional language instruction, only two of the six appear to be successful in terms of their English academic language. When analyzing the four domains: listening, speaking, reading and writing, it appears that the other subjects are considered advanced in their listening and speaking domains (English fluency) in terms of their English competency levels, but their reading and writing domains fall into the intermediate levels.

One of the subjects, Alan, who scored above the cut score for fifth grade had the advantage of remaining in the bilingual program for four years. The other subject, Michelle, who scored above the cut score was only in the bilingual program for two years. A factor that may have played a part in these results is the fact that Michelle was born in California and was exposed to more English before she moved to New Jersey. The other subjects were born in Mexico.

All of the subjects mentioned above have Spanish as their native language. Spanish is the primary language spoken in the home and in most cases the parents of the subjects speak very little English or none at all.

Since Spanish is the primary language spoken at home and since most of the subjects prefer, when asked, to use Spanish when speaking to their Mexican peers, these factors should be considered when discussing their rate of second language acquisition. Most of the subjects prefer to use Spanish, their native language, in many social settings.

Table 3

Mac II Test Results (English Language Proficiency Exam) for fifth grade bilingual students in English-only classes (Standard Scores, Percentile Ranks and N.C.E. 's)

	<u>SS</u>	<u>%</u>	<u>NCE</u>
Ismael	534	54	52
Michelle	584	89	76
Maria	534	54	52
Monica	528	51	51
Alan	596	93	81
Abel	532	54	52
Spring Cut Standard Score for Fifth Grade = 569			(S.E.M. = 11 points)

No apparent trend was seen when comparing the three groups. Table 3a shows the data below. The mean of the two-year bilingual students was 559, the three-year bilingual students had a mean of 531 and the mean of the four-year bilingual group was 564. The group that was in the bilingual program the longest had the highest mean but the two-year group was the next highest. One of the girls in this two-year group was born in the United States which exposed her to more English than the rest of the subjects who were born in Mexico, which may have played a part in these findings.

Table 3a

Means of MAC II test scores for fifth-grade bilingual students in English-only classes

Number of Years in Bilingual Program	Two Years	Three Years	Four Years
	559	531	564

Table 3b below shows the data for the ANOVA analysis. When the ANOVA test was calculated from the MAC II scores, the critical value of 9.55 was used. Since the F ratio of .57 was well below the critical value, the null hypothesis could not be rejected.

Table 3b

Analysis of Variance for MAC II test scores for bilingual subjects in pilot study

Number of Subjects	df	F
6	5	.57

Critical value = 9.55

The New Jersey Assessment of Skills and Knowledge (NJASK) test was also taken by the subjects in the spring of fourth grade. A range of 100-199 is considered partially proficient, 200-249 is considered proficient and 250-300 is considered to be advanced proficient. Table 4 below shows the scores of the subjects in language arts and math which are the major areas evaluated in this assessment. Three of the subjects were considered partially proficient in language arts and three were considered proficient in this subject area. All of the subjects scored within the partially proficient range for math. None of the subjects scored in the advanced proficient range. Adequate yearly progress could not be determined for these students as the year the test was taken was the first year for Broad Street School's existence. These scores are considered a baseline or starting point for the school's academic progress in regards to statewide testing.

Table 4

NJASK Statewide Test Results for fifth grade bilingual students in English-only classes for Language Arts and Math (Proficiency Levels)

	<u>LA</u>	<u>M</u>
Ismael	205	168
Michelle	207	157
Maria	170	172
Monica	197	168
Alan	224	198
Abel	189	159

Table 4a below shows further data for the NJASK test. A mean of 184.25 was found for the two-year bilingual group; a mean of 176.65 was found for the three-year bilingual group; and a mean of 192.50 was found for the four-year bilingual group. No apparent trend really exists except that the four-year bilingual students had the highest average.

Table 4a

Means of NJASK test scores for fifth-grade bilingual students in English-only classes

Number of Years in Bilingual Program	Two Years	Three Years	Four Years
	184.25	176.65	192.50

Table 4b below shows the ANOVA data. When the ANOVA test was calculated from the NJASK scores, a critical value of 4.26 was used. Since the F ratio of .48 was well below the critical value, the null hypothesis could not be rejected.

Table 4b

Analysis of Variance (ANOVA) for NJASK test scores for bilingual subjects in pilot study

Number of Subjects	df	F
6	11	.48

Critical value = 4.26

Chapter Summary

This pilot study included six Hispanic students from three fifth grade English-only classes. These students used to be in bilingual classes for either 2 years, 3 years or 4 years and they all exited the bilingual program at the end of third grade.

Report card grades and testing data were analyzed to see if the number of years of participation in the bilingual program showed any significant relationship to the academic success of the subjects in English-only classes. The first two marking periods of the school year were considered for report card grades and three groups of test scores were analyzed: the Terra Nova, the NJASK, and the MAC II. Also, brief one-time classroom observations were completed by the researcher as a non-participant observer to gain some background information on the subjects. In addition, short, informal interviews were conducted with the teachers.

Although some apparent trends were evident in regards to the length of time spent in the bilingual program and success in English-only classes, the ANOVA statistical data did not show that there was any significant difference between the three groups included in the study. Therefore, the researcher was unable to reject the null hypothesis previously stated. The length of time spent in the bilingual program does not appear to affect the success of the subjects in the English-only classes. The small sample size of this pilot study played a large part in the results of the data analysis. A larger group of subjects may have produced different results.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This study was designed to determine whether or not Hispanic bilingual students could be academically successful in English-only classrooms after being in a bilingual setting for a relatively short period of time of only 2 to 4 years.

It was assumed that students would encounter some academic difficulties due to their placement in English-only classes. Six Hispanic fifth grade students were used as subjects for the study, three boys and three girls. Three fifth grade classroom teachers from English-only classes also participated in the study. Three brief classroom observations were conducted and results were recorded. Report card grades for the first two marking periods were collected and analyzed in reading, writing and math. Test data on the Terra Nova, the NJASK test and the MAC II tests were collected and analyzed. All findings were documented, discussed and interpreted. The findings were written primarily in narrative form with tables included for further clarification. Conclusions were made by the researcher along with some recommendations for further research.

Discussion and Interpretation of the Findings

In terms of academic achievement, only three of the six subjects were considered successful in all three of the areas reported. Since being successful was recorded as having a "C" or above, it is interesting to note that out of the 36 report card grades recorded, 3 of them were D's, 16 of them were C's, 16 of them were B's and only 1 of

them was an A. Had the consideration for being successful been reported as having above a “C”, the findings would have been interpreted quite differently. Since a “C” is usually considered average, the researcher decided to use this as her cut-off point for success. Some may argue that receiving a “C” is not truly a measure of academic success.

Terra Nova scores were also recorded and analyzed for the six subjects. Out of the six subjects, only one subject performed above the national norm of 50% in one of the areas (math). Most of the subjects were well below average in this standardized achievement test for reading, language arts and math.

Had the Terra Nova scores been available at the end of third grade for multiple exit criteria completion, these students may not have been recommended for English-only classes without at least the recommendation for an E.S.L. teacher’s support. These scores suggested a deficit in the subjects’ mastery of academic English and continued to do so at the end of fourth grade as well.

In regard to English fluency testing (MAC II), the spring cut score for fifth grade is a standard score of 569 with a standard error of measurement of 11 points. Only two of the students scored above the cut score on the MAC II test at the end of fifth grade. English fluency as noted in the listening and speaking domains was much higher than the academic English evaluated in the reading and writing domains for all six subjects. It is interesting to note that if the subjects were still in a bilingual program, four out of six of them would not have achieved a high enough score to exit the bilingual program. However, they are all currently in English-only classrooms without any additional English language support.

During informal conversations, most of the teachers agreed that while the subjects appeared quite fluent when speaking, their academic English was lacking.

In regard to the NJASK test, none of the six subjects scored in the advanced proficiency range for language arts or math. All scored in the partially proficient or proficient range for both areas. No AYP was available since the subjects took the test during the first year of the school's existence.

Conclusions and Implications

The results of this study display limited academic success for the Hispanic fifth grade students who were previously in a bilingual program and are presently in English-only classes.

As research indicates, a minimum of 4 to 7 years in a strong bilingual program is necessary for a student to achieve solid academic skills in his/her native language. The students will then make an easier transition to the all-English classes. The students in this study had only 2 to 4 years in the bilingual program before being exited and placed in English-only classes. Although the majority of them received a "C" or above in the three subjects recorded on their report cards, the Terra Nova test results were well below the national norm. Only two of the six subjects passed the MAC II test which indicates a deficit in academic English for the students. The NJASK scores were also mostly in the partially proficient range for the six subjects in this pilot study.

These testing results seem to agree with the literature that states a longer period in the bilingual program is needed for the students to acquire a solid academic base in English to achieve in the English-only classes. Although some trends were found for the

students who remained in the bilingual program the longest, the ANOVA analysis did not show a significant difference between the three groups who had been in bilingual classes for 2, 3 and 4 years. Therefore, the null hypothesis previously stated must be accepted by the researcher.

Recommendations for Future Study

1. For further studies, a more extensive review of the literature is needed to continually examine the relationship between time spent in bilingual classes and academic achievement for students who are placed in English-only classes.
2. A larger sample should be used in order to assure more reliable and valid results with regard to the generalizability of the study for other bilingual students placed in English-only classes. A longer period of time for the study is recommended.
3. The MAC II test has not been regarded by many second language educators as an effective measuring tool for English proficiency since it is not considered a good indicator for the acquisition of academic English at the lower grade levels. The state of New Jersey is currently piloting another test to measure English language proficiency called the ELDA (English Language Development Assessment). Bridgeton is one of the school districts piloting this assessment in May, 2005. The ELDA is scheduled to begin statewide use in the spring of 2006.

Chapter Summary

This pilot study was designed to see if the length of time spent in the bilingual program had any effect on the academic success of Hispanic students after being placed

in English-only classes. Six fifth grade students were used for the study who had been in the bilingual program either 2, 3 or 4 years. This south Jersey school is in the Abbott district where the researcher is employed. Three brief classroom observations were conducted along with short conversations among the three teachers who participated in the study. The MAC II test was administered, scored and analyzed for English proficiency. Test data was also recorded and analyzed for the Terra Nova and the NJASK tests. Report card data was collected and analyzed for the first two marking periods of the school year.

After discovering some trends and completing the ANOVA test, it was concluded that the researcher had to accept the null hypothesis previously noted. The null hypothesis states that there will be no significant difference between the students who were in the bilingual program for 2 years, 3 years and 4 years regarding their academic achievement as measured by test data and report card grades. Although the four-year bilingual students showed some trends in the report card grades and testing, the ANOVA analysis showed there was no significant difference between the three groups.

Further research is recommended to continually examine the relationship between time spent in bilingual classes and academic achievement for students who are placed in English-only classes. Larger samples and longitudinal studies are recommended to continue this type of research. Also, the development of a new English language proficiency test called the ELDA may help to further evaluate the English proficiency of second language learners.

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APPENDIX A

Subject Information and Permission Forms

Dear Parents,

My name is Mrs. Pritchard. I am an English as a Second Language teacher at Broad Street School. I am also a student at Rowan University. My faculty advisor is Dr. L. Molinari. (856-256-4500 x3803).

I am doing a study for my class that includes your child. It is about fifth grade bilingual students who are now enrolled in English-only classes. I plan to collect testing information on these students of various types.

Your decision whether or not to allow your child to participate in this study will have no effect on your child's standing in his/her class.

Please sign below so that I may continue with your permission. (No names will be used.) Thank you.

Sincerely,

Mrs. Pritchard
856-455-8030
x3640

I give permission for my child to be in Mrs. Pritchard's study.

(parent signature)

(date)

I do not give permission for my child to participate in the study.

(parent signature)

(date)

Queridos Padres,

Me llamo Mrs. Pritchard. Yo soy la maestra de inglés como segundo lenguaje en la escuela de Broad Street. También yo soy una alumna de la Universidad de Rowan. Mi professor se llama Dr. L. Molinari (856-256-4500 x 3803).

Estoy haciendo un estudio para mi clase que incluye su hijo/hija. Se trata de los estudiantes bilingües que están en las clases de inglés del quinto grade este año. Yo voy a recoger información de estas estudiantes a través de los exámenes. Su decisión acerca de permitir o no su niño/niña participe en este estudio no tendrá efecto en la posición de su niño/niña en la clase.

Por favor ponga su firma abajo así yo puedo continuar con su permiso.

(Ningunos nombres estarán usados.) Gracias.

Sinceramente,

Mrs. Pritchard
856-455-8030
x3640

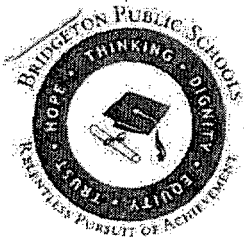
Doy permiso para que mi hijo/hija esté en el estudio de Mrs. Pritchard.

(firma de padre)

No doy permiso que mi hijo/hija esté en el estudio de Mrs. Pritchard.

(firma de padre)

APPENDIX B
Superintendent of Schools Permission Letter



Bridgeton Public Schools

Bank Street Administration Building
Bridgeton, New Jersey 08302-2001

H. Victor Gilson, Ed.D.
Superintendent

Telephone: (856) 455-8030, Ext. 1100

Fax: (856) 451-0815

(856) 455-0176

To: Ms. Karen Pritchard

From: Dr. Gilson

Date: October 19, 2004

Re: "Study" Request

Congratulations on your efforts. It is very important that we continue our learning and serve as models to our students. Attached is policy 1140 detailing the requirements to be met if you plan to distribute materials to students or parents. Mr. Coyne and I must review the material. If there is no material to be used, and you are simply utilizing data from the students and district, I approve your request with the understanding that neither the child nor district is identified. In the future, please obtain permission prior to contacting parents, staff, etc. Good luck

c. Dr. Montgomery
Mr. Coyne
Mr. Dunkins

