The Impact of the E pals Classroom Exchange Program

A Thesis
Presented in Fulfillment of the Requirements for
The Degree Master of Arts in Education at
Marietta College

By
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Marietta College
2007

Master’s Examination Committee: Approved by
Dr. Cathy Skouzes

Adviser
Department of Education
The Impact of the E pals Classroom Exchange Program

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I dedicate this thesis to my great grandmother who passed away in March. She was always so proud that I became a teacher and I hope that my pursuit in education only makes me a better teacher. Thank you grandma for your inspiration and encouragement!
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ACKNOWLEDGEMENTS

I would like to acknowledge my thesis adviser; Dr. Cathy Skouzes who read my many revisions and helped make some sense of my confusion. Thank you for your guidance and support, without you I may have not finished on time and with my sanity! Thank you to my mother for all her support and encouragement to pursue this degree. Thank you to my colleague’s at Edison Junior high school, for your patience and help with the editing process. Also, thanks to Dr. Bauer for his numerous emails reassuring me that I would make it.
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ABSTRACT
The E pals classroom exchange is a safe, monitored Email service connecting students from all around the world. The program promotes literacy, motivating students to write to other students their age in different parts of the world. This research will examine the impact of the E pals program on student literacy by focusing on the access to email, writing to real subjects, along with the increased motivation to write. The research will compare the E pals program with the more traditional approaches of increasing literacy in Middle schools today. It will also examine the benefits of using Email rather than the more common standard mail form of letter exchanging. An Independent T-test was run and the following are the results of the testing. The statistical test demonstrated that there was a significant difference in the change score from the pre and post tests of the students using the E pals program and those not using the program \( t(51) = 2.006, p = .048 \).
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CHAPTER ONE

Introduction

In an age of increasing computer literacy among students in K-12 schools, what cognitive strategies might teachers use to employ that take advantage of the Internet? DiScipio (2005) describes the use of email in K-12 schools as “an incredible literacy tool.” Sellers (2005) suggests that using email “encourages peer learning.” Overwhelmingly, positive testimonials from teachers, students and parents are posted on the E pals classroom exchange website, www.epals.com. DiScipio (2005) states on this website that, with the use of email students’ motivation to write and literacy scores have improved. The tool is available to help assist teachers in the research process, but the methodology and the process of writing must be taught. Through repetition of the correct process and increasingly building reading and writing skills, E pals motivates and encourages students to participate in the writing process.

When I was in the third grade years ago, my teacher told my class that we were getting Pen Pals. I had never heard of having a friend through letters only. The thought of writing to someone that I had never met before was intriguing. I suddenly had millions of questions about California, which was where my pen pal was from and about how her life was different from my own.

The E pals classroom exchange program is a relatively new web based connection, which began in 1996. There are now over 6.5 million students and educators from over one hundred and ninety one countries participating in the E pals classroom exchange, and information on benefits and successes is emerging.
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(www.epals.com). Students, under the supervision of the teacher receive an E pal, similar to the pen pal of the 20th Century. They then receive computer time and are taught the elements of writing a letter to better service their communication needs. The teacher reviews and assesses the students’ progress through each letter that is sent out to their E pal.

There are many additional features of the E pal’s classroom exchange, including the Blogging feature. Blogging as defined by Marketingterms.com, is a frequent, chronological publication of personal thoughts and Web links. The E pals SchoolBlog feature was also the winner of the 2006 Technology and Learning Academic Excellence Award. E pals SchoolBlog encourages formal student writing and allows students to access their homework assignments and other resources from any computer connected to the Internet.

One of the benefits of this project is the flexibility of its usage. Students have the opportunity to log on and send emails at any time of the day; they need not be at school under the teachers’ supervision. After the teacher sets up the systems’ monitoring device and filters all emails for review and revisions the emails will directly leave the composer and wait in the teachers’ inbox for the appropriate instruction to be taken. Kennedy (2003) says, “Blogs have been heralded a opportunities to promote literacy in learning by allowing students to publish their own writing, whether it’s a journal or story, or even comments on class readings” (p. 8).

There are many programs available that claim to improve literacy through the use of technology. One of these programs is the Accelerated Reader Program.
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Accelerated Reader is a computer based Reading management and motivational system used to complement classroom literacy skills already being taught. All programs are designed with the intent that additional literacy skills will be taught to supplement the program. Utilizing the program itself without the additional instruction may not yield the same results.

Another program, Junior Great Books, also shows significant gains during successful implementation of the program. During this program the teacher emphasizes shared inquiry. Shared inquiry, according to webmaster@greatbooks.org, is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience and using sound reasoning.

I will be examining students’ pre and posttest scores of the Classroom Reading Inventory. I will be using qualitative approaches in determining the effectiveness of the E pal’s classroom exchange program on middle school students, teachers, parents and educators. Research at Edison Junior High will focus on the effect the E pals project has on the 8th grade students’ literacy scores.
Research Problem:
The literature is plentiful with articles addressing multiple strategies used to improve reading scores. However, little research has been conducted addressing the use of the Internet as one such tool. This study will investigate an Internet strategy that takes advantage of the communication tool Email.

Purpose:
The purpose of this study is to examine the effect of the E pals writing project on literacy scores.

Hypotheses:
Null Hypothesis: There is no difference in writing assessment scores between students who participated in the E pal’s project and those who did not participate in the E pals project.

*Alternate Hypothesis:* There is a difference in writing assessment scores between students who participated in the E pal’s project and those who did not participate in the E pals project.

Definition of Terms
1. E pals classroom exchange: a subscription-based, protected, and multilingual, Web-based email program with built-in translation for teachers and students to use. DiScipio (2005) This program is similar to the 20th Century pen pal program.

2. Literacy: the ability to read and write.

4. Shared Inquiry: is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience and using sound reasoning. webmaster@greatbooks.org

Limitations of the Study

This study is limited by a variety of factors. It is conducted with 8th grade Language Arts students in the Wood County public school district of Parkersburg, WV. The Wood County school district is a rural, Appalachian school district located on the south side of Parkersburg. There are approximately 750 students at Edison Junior High. Since the subjects are from this particular setting, the results may not reflect or be representative to all students.

Another limitation to the study is when students receive only partial use of the E pal’s project due to relocations or transfers. Also, many students do not have access to the Internet at home and therefore receive less time to communicate with their E pal.
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CHAPTER TWO

Review of the Literature

_E pals_

The E pals classroom exchange program is a literacy based communication provider with safety features that allow students to safely communicate with other students from all around the world. Teacher involvement is imperative to the success that students receive from this program. Emails must be monitored by a teacher. Teachers have the ability to set the filter levels on each student’s profile to help monitor. This program levels the filters from one to five. Filter one sends all emails to the teacher before they are delivered to the students and filter five sends the emails directly to the students. Filter level three sends only emails containing inappropriate language to the teacher, letting all other emails go straight through to the students (www.epals.com).

Teachers create the communication avenues that the students are going to take. If a teacher wants his/her students to correspond with multiple E pal partners, then the responsibility for finding and keeping the partnership growing is the teacher’s. A classroom can be involved in endless projects and clubs with the access and direction from the teacher. E pals classroom exchange program offers the students multiple features including the most recently added feature, blogging (www.epals.com).

_E-mailing and Blogging_

E-mailing and Blogging are the new rage amongst students and adults alike. The process of writing a letter and receiving a letter back immediately is much more appealing than the traditional mail method. When E-mailing students send letters to any address near or far and receive immediate feedback in minutes. While the blogging
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feature allows a student or adult to post a message on a particular theme or event and the message is viewed anyone who visits the site. Readers of the Blog are also able to write their opinions, feelings or beliefs on the event being discussed.

While the literature is clear in providing a relationship between reading programs and increased literacy scores, it does not fully address the value of the E pals program. This study will accept the successful relationship as noted by the literature while seeking to determine if the E pals program provides teachers an additional tool in the box for facilitating the process of increasing literacy.

Pen Pals

Establishing an environment in which “hands-on” real-life lessons dictate the learning in the classroom motivates students of all ages to engage in what is being taught. Pen Pals have been used for many years! Having a rationale or a reason to write was what I needed to help improve my writing skills. The realistic component of writing is what is fun, like when you receive a letter from someone, either answering your questions or asking new questions of you.

Validity in writing is also important. Students don’t want to write something only to find out that it was never and will never be read. The traditional form of letter writing and mail correspondence has been currently replaced by the more modern, tech. savvy blogging and email services.

Junior Great Books

The Junior Great Books literacy program encourages higher order thinking skills and promotes student driven discussions. Unlike other programs, the Junior Great Books
The Junior Great Books program is a highly successful program in which Inquiry Learning is encouraged and supported. The *Shared Inquiry* lessons are lead by the teacher in which open-ended questions are prompted by and discussed as a group. The teacher asks the questions, in which no correct answer is expected, probing students to cite in the text supporting details backing up their answer, in turn creating a deeper understanding of the author’s purpose or intended meaning of the text. Using this process students learn to think critically and develop ideas with other students. The program’s success in high poverty schools is derived from four factors: *Engagement*, *Shared Leadership*, *Professional Development*, and a *multiyear adoption plan*.

*Engagement* referred to in the literature is moving the learning from recall reading to reading for meaning. The students need to be challenged and understand why as well as what and have evidence to support their answer. Students need to be able to dive into the literature and pull out text-referenced evidence to support their ideas.

*Shared Leadership* is essential to the success of this program. Any successful program needs to be emphasized and supported by the principal and the teachers. The principal and the teachers need to work together to promote and model reading and it’s importance.

*Professional Development* opportunities are available through the Junior Great Books program. There are summer institutes available for the whole faculty and new teacher sessions throughout the school year. Peer observations are also very important. Different teachers have different teaching techniques that work for them. One teacher’s
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way of teaching the shared inquiry method may or may not work for another. It’s good to
know many different methods of teaching this type of technique.

A multiyear adoption plan allows students and teachers the time to transition to
their new expectations of reading for meaning and participate in a shared inquiry. After a
year the program becomes much easier for the teacher to teach and for the student,
because the students already understand the norms of reading for meaning and Shared
Inquiry.

Accelerated Reader

Accelerated Reader is one of the most widely known and used reading programs
in schools nationwide. Winograd and Greenlee (1986) states, “A sound reading program
includes skill mastery, pleasure reading, and informational reading” (p. 19). This
program was created to help teachers measure reading growth, to encourage more time
spent reading and to motivate students to read more interesting and challenging books.

In 2004, components of the School Renaissance program were being implemented
in more than sixty-five thousand schools in the United States (National Clearinghouse on
Comprehensive School Reform, 2004). Accelerated Reader (AR), is primarily a
supplementary reading program that explores a wide variety of literature and genres. AR
is a computerized information system that provides teachers, as well as students with
immediate feedback on reading practice through short reading quizzes. The AR program
tracks three types of reading practice, reading aloud, paired reading and Independent
reading.

Another component of the School Renaissance program is Reading Renaissance.
Reading Renaissance (RR) is a set of practices designed around six key principles. The
The first principle is that students need sufficient opportunities to practice reading to become better readers (Anderson, Hiebert, Scott, & Wilkinson, 1985). AR recommends that students have thirty to sixty minutes of reading time a day. The second principle states that reading practice is optimized when that practice is at a high level of success, which is defined on AR quizzes as 85% (Paul, 2003). Third, students should read books their ability level and in their zone of proximal development (Vegotsky, 1878). The fourth principle in RR is information feedback. AR provides daily and weekly feedback on student comprehension of the books they have read and teachers conduct daily conferencing with each student and students take computer adaptive assessments a minimum of three times per year. The fifth principle is the establishment of each student’s personal goals for reading practice time, book level, and performance on quizzes. The establishment of goals has been associated with strong effects on student learning (Lipsey & Wilson, 1993; Kmarzano, 2003; Walberg, 1999; Wise & Okey, 1983). The sixth and final principle is that teachers provide personalized instruction based on the information provided by AR, periodic assessments, and daily monitoring of student progress. Meta-analyses conducted by Walberg (1984) and Bloom (1984) has confirmed the effectiveness of adjusting instruction to address the individual needs of students.

There are few controlled studies on the “evidence of effectiveness” of the AR program. Terrance, VanderZee, Rue, and Swanson (1996) examined the relationship between school-level performance and implementation of AR in 2,500 schools and 3,500 comparison schools, finding that AR schools had significantly higher achievement gains.
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With all the availability of excellent programs developed to help improve students’ literacy scores, the E pals program is by far the most engaging and motivating literacy program of those researched and discussed in this paper. “Email for K-12 is an incredible literacy tool,” DiScipio (2005). Students are incorporating curriculum related themes in an informal and more comfortable setting, therefore encouraging literacy growth.
 CHAPTER THREE

Method

Study Design

This study used quantitative research to examine the effectiveness of the E pals classroom email exchange and other scientifically research based programs geared towards improving literacy. This was accomplished by using pre and post test Classroom Reading Inventory test scores. The results were compared to those students not using the E pals classroom email exchange.

Participants

I used three 8th grade Language Arts classes that were actively participating in the E pals classroom exchange program and three 8th grade Language Arts classes that were not participating in the literacy program. The students were between the ages of thirteen and fifteen. They were primarily white children. The classes were perfectly split in gender. There were thirty female students and thirty male students.

Procedure

Data collection started with Pre testing using the CRI measurement tool. The CRI, Classroom Reading Inventory, was given to six classes of 8th grade students. Three of the 8th grade classes used the E pal’s classroom exchange program and three did not. The Post Test was given in April to all six groups. Data was compared, measuring any significant differences between those using the program and those not using the program. The classroom that we use has fourteen computers that are Internet accessible. Once a week we have allotted computer lab time where the students can all be on the
computer/Internet at the same time. Any free time in the classroom is used checking or composing emails.

Instrumentation

The study was conducted using the CRI, Classroom Reading Inventory. The CRI was designed for teachers to use as quick assessment tool. Administering the CRI should take less than fifteen minutes per student. Two different formats of assessment are the predicting and retelling of stories. Comprehension and word recognition are also assessed. Together these assessments help teachers determine strengths and weaknesses in students’ reading and also place students into their appropriate grade level for reading.

Reliability

I am relying on experts in the field to make sure that my study is reliable. Two experts that sources used were, Dr. William Bauer and Dr. Connie Golden of Marietta College.

Validity

The validity of this research was established by:

- All journal articles reviewed and used in this study were from professional resources.
- Use of professional statewide literacy assessments.

Data Analysis Procedures

Ongoing data analysis was done through the data analysis period and through the students’ monitored emails.

Preliminary Results
Students’ motivation towards writing has increased immensely. My students rush to class to try to get online and check their email before class starts. It’s a great way to begin class. I have helped my students establish email connections with students in many different countries including, Spain, Brazil, Poland, Germany and Japan. We are also currently in the process of connecting with students from Paris, France. Nearly all sixty students participating in the program have multiple E pals. Some students have been making their own connections with other E pals through the E pals they already have. Many of them give friends addresses that would also like to communicate with students from Parkersburg, West Virginia.

Potential Ethical Issues

Prior to beginning this research, the researcher obtained permission from the Marietta College Human Subjects Review Board and the principal of Edison Junior High. All students were sent home a letter, in which the parents signed consent for their children to participate in the study.
CHAPTER FOUR

Data Analysis

Introduction

The purpose of the study on the E pal’s classroom exchange program was to measure the growth in literacy scores of those students that are using the E pals program as part of their literacy curriculum against those that are not using the program. To measure this progress the Classroom Reading Inventory was used. The measurement tool, the CRI, was used to determine the student’s current grade level of comprehension and identify and reading problems and the areas of concern. The test was designed for beginning teachers and took approximately fifteen minutes. Students are given a passage to read containing both factual and inference based questions.

The students that were chosen for this study were chosen simply because they were my eighth grade language arts students, the control group was also eighth grade language arts students that were not utilizing the E pals program. There were fifty-two student participants from each group.

Data Entry

The data that was collected was in the form of Pre and Post tests of the CRI, for students’ using the E pals program and those not using the program. Data was checked over to make sure that everything was completed and error free. No errors were found, so all the data was utilized in the study.
Dependent Variable

The dependent variable was the change score between the Pre and Post tests. This was the means by which the researcher analyzed the difference between the E pals program and those not using the program.

Independent Variable

The independent variable was the use of the E pals program on my eighth grade Language Arts students.

Descriptive Analysis

The *Statistical package for Social Sciences*, SPSS, was used to analyze the data. There was a significant increase in the change score from the control group to those using the E pals program. In statistical terms this would be written as: $t (51) = 2.006, p = .048$. The data demonstrated that there was a significance between the outcome of those using E pals and those not using E pals.

Descriptive Statistics for Change Score

Table 1

<table>
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<th>GROUP</th>
<th>N</th>
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</thead>
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<td>52</td>
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</tr>
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</table>
CHAPTER FIVE

Summary of the Study

The purpose of the study was to see if the use of the E pals program increased the students literacy scores. The study took place at Edison Junior high with eighth grade Language Arts students. The students involved in the study were heterogeneously grouped. The Independent variable was the use of the E pals program and the dependent variable was the difference in the change score from the pre and post test using the CRI testing instrument. The study attempted to answer the following research question: Does the use of the E pal’s program increase student literacy scores?

Statistical Analyses

The SPSS program was utilized in analyzing the interpreting the data. An Independent T-test was run and the following are the results of the testing. The statistical test demonstrated that there was a significant difference in the change score from the pre and post tests of the students using the E pals program and those not using the program $t(51) = 2.006, p = .048$.

Discussion

The researcher found that the use of the E pal’s classroom exchange program was significant. The E pals program is a web based electronic email program that helps connect teachers and students from all over the world. Teachers create the communication avenues that the students are going to take. If a teacher wants his/her students to correspond with multiple E pal partners, then the responsibility for finding and keeping the partnership growing is the teacher’s. A classroom can be involved in endless projects and clubs with the access and direction from the teacher. E pals
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classroom exchange program offers the students multiple features including the most recently added feature, blogging (www.epals.com).

Limitations

There were several limitations involved with the study. The first implication was the time factor. There was not enough time given between the pre and post tests for the control group. The E pals group was assessed using the CRI instrument at the beginning of the school year. Also, the instruction for both groups should have given by the same teacher. The lessons taught in class were not necessarily the same for both settings. This makes it difficult to attribute the growth in the E pals group to the E pals program.

Implications for further study

Students need to be given expectations for using the program prior to its start. Two such essential components are the cultural differences that different countries will bring the relationship and also the use of proper language avoiding slang. Examples of properly written letters should be shared and discussed with great emphasis on friendly readability. The selection of the student participants should have also been a random selection.

The researcher would have also used an alternative testing instrument if the test were repeated, that would provide another form of data.

Summary

The E pal’s classroom exchange program was utilized in this study to measure an increase in eighth grade language arts literacy scores. The E pal’s classroom exchange program is a relatively new web based connection, which began in 1996. There are now over 6.5 million students and educators from over one hundred and ninety one countries
participating in the E pal’s classroom exchange, and information on benefits and successes are emerging. The data was collected from Edison Junior high school in Parkersburg, West Virginia. The testing instrument utilized was the Classroom Reading Inventory, CRI. The test measured student comprehension and word recognition and placed their skills into a grade level. Three of the 8th grade classes used the E pal’s classroom exchange program and three did not. The Post Test was given in April to all six groups. All students were given the pre and post tests measuring their comprehension skills. After the testing data was collected, the numbers were computed in the SPSS system. An Independent T-test was run and the following are the results of the testing. The statistical test demonstrated that there was a significant difference in the change score from the pre and post tests of the students using the E pals program and those not using the program t (51) = 2.006, p = .048. There were many considerations for further study on the effects of the E pals program on student literacy scores. One such suggestions would be using an alternative testing instrument, more geared towards middle school reading achievement. Also, both the E pals group and the control group should have been taught by the same teacher, receiving the same instruction with the E pals program as the only difference. The researcher believes that with the right supplemental instructional techniques and availability to computers and the Internet, this program is a highly effective literacy tool.
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REFERENCES


Melton, Cindy, Smothers, Bobbie, Anderson, Eugene, Fulton, Ray, Replogle, William, & Thomas, Lisa A study of the effects of the accelerated reader program on fifth grade students reading achievement growth. 18-23.


Available online:http://research.renlearn.com/research/pdfs/165/pdf.
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Marietta College
Human Subjects Committee

PROPOSAL APPROVAL FORM

This page is to be completed by HSC members, although investigators may use it as a guide for submission of materials.

Principal Investigator(s): Tisha Skinner

Date Submitted (MM/DD/YY): 03/10/07

Form:

HSC # 07-023

Materials Needed: Identify materials that were not received, but are necessary for evaluation.

☐ Informed consent form
☐ Letters of permission
☐ Tests/surveys/questionnaires
☐ Recruiting ads
☐ Training certificate(s)
☐ Additional items (specify)

Additional criteria for approval:

1. The appropriate review form is used (i.e., short vs. long)
2. All information requested on the review form is complete and clearly stated
3. The submission date is at least two weeks prior to the proposed start of data collection
4. For student projects, an e-mail stating support for the research was received from the faculty advisor
5. The risks and benefits of the study are judged to be acceptable in relation to the study’s goals, and are clearly stated in the consent form.
6. If deception will be used, the type and level is acceptable for the research study, and is adequately justified by the investigator(s).
7. The informed consent form contains all required information. If no consent form is provided, a request for a waiver is included.
8. The review form and supplemental materials (consent form, etc.) are free of spelling and grammatical errors that interfere with comprehension
9. Recruiting advertisements are appropriate and indicate that the project was approved by the Marietta College Human Subjects Committee.

Approval Decision:

☒ The proposed research is approved. The investigator(s) may proceed with data collection.
☐ This approval expires on 7-15-07 (3 months past the projected end of data collection).
☐ The proposed research is denied. Reason(s) for denial are listed below. The investigator(s) may not begin data collection until a revised and resubmitted HSC proposal is approved.

Comments:

HSC Member Name(s): Jennifer McCabe, Holly Menzel, Ron Rees

Signature: ____________________________ Date: 3/21/07
Informed Consent Form

Parents:

This letter is to request your permission for your child’s participation in a research study measuring increases in test scores for students using the Epals classroom exchange program. The research study will last from March through April. Participation in the study is voluntary; refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. The subject may discontinue participation at any time.

The study involves research on the effectiveness of the Epals classroom exchange program, in which your child will participate in through Language Arts class. This involves students writing and sending letters through e-mails weekly, and possibly corresponding daily.

All data collected will be kept confidential and will be used for research purposes only. The Marietta College Human Subjects Committee has approved this research study. If you have any questions regarding your child’s rights as a research participant, please contact, Jennifer McCabe, Marietta College Human Subjects Committee Chair, 740-373-7894, Jennifer.McCabe@marietta.edu.

You may also contact me, tlg001@marietta.edu with any questions or concerns that you may have. I appreciate your help and cooperation with this study.

Sincerely,

Tisha Skinner

I have read and understand this consent form.

Participant’s Name ____________________________________________ Age _________

_____ I give permission for my child to participate in this study.

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

(Parent’s Signature) ___________________________________________ (Date)
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March 29, 2007

Dear Superintendent Niday,

I am writing to request your permission to do a study on the Effects of the E pals classroom exchange program on 8th grade Language Arts students at Edison Junior High. The information gathered will be used in my Master's Thesis Project at Marietta College and for possible publication in an educational journal. All data collected will be held confidential. The research will not interfere with any classroom instruction or be a distraction to the school. I am required to follow all of the ethical guidelines of research as proposed by the Human Subjects Committee at Marietta College. If you would like to review these guidelines or have any questions please contact me and I can provide the materials for you.

By signing this letter, you are granting me permission to collect the necessary data from Edison Junior High School and use the data for my project, which may be published.

Sincerely,

Tisha Skinner
March 5, 2007

Dear Ms. Mewshaw,

I am writing to request your permission to do a study on the Effects of the E pals classroom exchange program on my 8th grade Language Arts students. The information gathered will be used in my Master's Thesis Project at Marietta College and for possible publication in an educational journal. All data collected will be held confidential. The research will not interfere with any classroom instruction or be a distraction to the school. I am required to follow all of the ethical guidelines of research as proposed by the Human Subjects Committee at Marietta College. If you would like to review these guidelines or have any questions please contact me and I can provide the materials for you.

By signing this letter, you are granting me permission to collect the necessary data from Edison Junior High School and use the data for my project, which may be published.

Sincerely,

Tisha Skinner

Ms. Mewshaw

Appendix D
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Form A: Pretest Inventory Record

Summary Sheet

Student’s #: ____________________________  Grade: ____________________________  Age: ____________________________

Date: ____________________________  School: ____________________________  Administered by: ____________________________

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<th>Percent of Words Correct</th>
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Comp Errors:
- Factual (F)
- Inference (I)
- Vocabulary (V)
- "Word Caller" (A student who reads without associating meaning)
- Poor Memory

Summary of Specific Needs:

Inventory Record for Teachers, FORM A: Pretest  63
The Impact of the E pals Classroom Exchange Program
Dear Ms. Mewshaw,

I am writing to request your permission to do a study on the Effects of the E pals classroom exchange program on my 8th grade Language Arts students. The information gathered will be used in my Master's Thesis Project at Marietta College and for possible publication in an educational journal. All data collected will be held confidential. The research will not interfere with any classroom instruction or be a distraction to the school. I am required to follow all of the ethical guidelines of research as proposed by the Human Subjects Committee at Marietta College. If you would like to review these guidelines or have any questions please contact me and I can provide the materials for you.

By signing this letter, you are granting me permission to collect the necessary data from Edison Junior High School and use the data for my project, which may be published.

Sincerely,

Tisha Skinner

Ms. Mewshaw

March 5, 2007