A Comparison of Individual and Dyad Instruction for Spanish-Speaking Siblings

Ashley Uhrig

Wittenberg University

Undergraduate Thesis

Table of Contents

Acknowledgements

There are many people to whom I owe thanks for the completion of this thesis. First of all, thanks to the parents of the students for allowing me the privilege of working with their children. Also, I would like to thank the administrators of both elementary schools for allowing me to conduct my research within their buildings, the literacy specialists at both schools for helping me to arrange times to work with the students and answering my countless number of questions, and the classroom teachers for allowing me to borrow their students during my research. In addition, I want to thank all those who helped by filing out a survey and, of course, the students for working with me and completing surveys every day.

I also owe thanks to my family and friends for supporting me throughout this entire process and to Mr. Brian Yontz of the Education Department for helping me find another school to work at after my first set of students moved. Finally, I am ever grateful for my wonderful committee members, Mrs. Deb Mallonee of the Education Department and Dr. Ruth Hoff of the Spanish Department for their willingness to help me in whatever way possible, and last, but not least, my faculty chairperson, Dr. Lora Lawson of the Education Department. Without our multiple dinner dates I could have never seen this project to the end.

Abstract

The goal of my study was to compare English Language Learner instruction for Spanish-speaking siblings when taught individually and together. The English Language Learner [ELL] field is rapidly growing; however, not a lot of research has been done in the area of ELL siblings. Through this paper I will share the findings of my study in which I worked with two pairs of Spanish-speaking siblings individually and together to determine if working with a sibling has an effect on how the students focus on the lesson (if they pay attention more, are distracted easier, etc.) and on how much information the students take from the lesson. In my study I also examined teacher, peer, administration, and parental perception of ELL instruction and teacher preparedness for working with these students.

Introduction

Think back to your first day of school. You probably had a mixture of feelings going through your head. You were probably excited for the experience, but nervous, worrying about whether you would make friends, what if you did not like your teacher, what if the work was too hard. Now imagine experiencing that in a school where you do not speak the same language as your classmates and teacher. Imagine having not only to worry about all the things you worried about, but also being concerned about what is going to happen when you can not understand the teacher, when the teacher can not understand you. What will happen when the other kids realize you talk funny? All of these problems and more concern English Language Learners [ELLs] every day. This is their reality.

In looking at the lives of ELLs, I set out wondering what the content of instruction should be so it is meaningful and leads them to success. As I continued looking at current research my thesis goal began to change. Instead of looking at the content of instruction, I decided to look at the how of instruction, and more specifically, if a sibling present during instruction, made a difference. This area seemed to be a much less researched area in the world of English Language Learners. I planned to do this research through working with a pair of ELL siblings within their elementary school. As part of my research I also wanted to determine the perspectives of teachers working with these students, their classmates, and their parents through a variety of surveys and interviews.

I embarked on this research for my undergraduate thesis. I am an Early Childhood Education major and a minor in Spanish. While I am not fluent in Spanish, I enjoy the language and love children, so I wanted to utilize both of those in my thesis. I wanted to look specifically at English Language Learners because the population is always growing in our country;

however, there is still a lot of research to be done on how to best educate these students. It was

my hope that through my research I would uncover another part of the knowledge that will help

to better the lives of these students.

Review of Related Literature

Present Day Condition

The amount of research done in the field of English Language Learners has been gradually increasing in the past decade. This is necessary because the number of ELLs in our schools systems is on the increase. In fact, according to an essay written by Deborah Short and Jana Echevarria (2004), "Students from non-English speaking backgrounds represent the fastest growing subset of the K-12 student population. In the 2003-2004 school year, 5.5 million school-age children were English Language Learners – up nearly 100% from a decade earlier" (p. 1). Likewise, according to an article edited by Lauren Resnick (2004), "nearly one in 12 [public school children] received special assistance to learn English in 2001-2002 … and 3/4 of these pupils speak Spanish" (p. 1). Broadening the time frame and looking back over the past few decades, "The total U.S. school population grew by 6% between 1979 and 1999, [whereas] the English language learner population increased by 138%" (Harper, 2004, p. 1). The statistics are clearly showing an increase in the number of English Language Learners we have in our school systems. With such a great increase it is necessary for teachers to learn how to address the needs of these specific students.

In addition to this increase, it has been shown that "ELLs have higher dropout rates and demonstrate significant achievement gaps on state and national assessments" (Short & Echevarria, 2004, p. 1) and within the English Language Learner population "Hispanic students have the highest overall high school dropout rate, approximately 30% of any ethnic group in the United States... [and] approximately 46% of foreign-born Hispanics drop out of high school" (Bahamonde & Friend, 1999, p. 2). These dropout statistics are very high. One third of any one ethnic group dropping out of high school is a sign that something must be done to reach those

students. Claudia Bahamonde and Marilyn Friend (1999) sum this up nicely in their observation that "overall, it appears that unless public schools include programs designed to appropriately address the second-language-learning needs of Hispanic and other language-minority students, a significant number of students may continue to struggle throughout their academic years or leave school altogether" (p. 2). Teachers, administrators, researchers, politicians, and many others are coming to realize this desperate need for some form of intervention for these students. An increase in the research on how to effectively instruct English Language Learners within the past five years shows that they are beginning to concentrate on these alarming statistics.

Programs

One area of ELL research that has seen an increase in recent years is in the area of the language of instruction. There are many different forms of education for English Language Learners. The two main forms are commonly referred to as Transitional Bilingual Education and Full Immersion. There are also many other types of programs, such as Two-Way Bilingual Immersion Programs, Developmental Bilingual Programs, Immersion Bilingual Programs, and Restoration Bilingual Programs.

Transitional bilingual program.

A Transitional Bilingual Program is a program in which instruction of content areas is provided in the student's native language, but some time each day is also spent on English language acquisition. Classes are typically comprised of students who speak the same language (Pena, 2002; Marshall, Lieb, DeMorais & Saavedra, n.d.). Through this set-up, "the main emphasis of transitional bilingual education programs is to enable limited English proficient students to become competent in all areas of English through the development of literacy and academic skills in their native language" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 1). In

order for the program to be successful it should also "lead [the student] in successful academic achievement and nurture sociocultural integration" (Brisk, 1999, p. 3). There are both pros and cons to this type of program.

This theory of educating English Language Learners was developed by Jim Cummins, a professor at the University of Toronto. In 1999 Jim Cummins spoke at the National Conference of the American Association of Higher Education and gave five reasons in support of a Transitional Bilingual Program:

1. Many bilingual programs have been successfully implemented around the world.

2. Bilingual education does not automatically result in the underachievement of the students receiving bilingual education.

3. Developing literacy in two languages can have both a positive linguistic impact and a positive impact on cognitive development.

4. There is a positive relationship between developing skills in the primary language and then developing those skills in the secondary language.

5. Conversational and academic language are very different and develop in different ways and at different rates (Bohannon, 2001).

Along with these claims by Cummins, an article written on the impact of California's Proposition 227 (a proposition that dictated all schools switch to full immersion) also references five hypotheses by Hakuta and Snow (1986) supported by research. These hypotheses are:

1. Early childhood is not the optimum age to acquire a second language.

2. Language used for conversational purposes is quite different from language used for school learning and the former develops earlier than the latter.

3. Time spent learning in the native language is not time lost in developing English or other subjects. A child with a strong foundation in the first language will perform better in English over the long term.

4. Reading should be taught in the native language since reading skills acquired in the native language will transfer readily and quickly to English and will result in higher ultimate reading achievement in English.

5. It is possible bilingualism enhances children's thinking skills. (p. 9)

Furthermore, "a strong correlation between fluent bilingualism and academic achievement was discovered when those with the highest bilingual proficiency scored highest in reading and math in both English and Spanish languages" (Purcell, 2002, p. 23). These theories, along with those of Cummins, provide many reasons for schools using a Transitional Bilingual Program. There are, however, possible disadvantages to this type of program.

While many researchers, teachers, and politicians support a Transitional Bilingual Program, there are also researchers, teachers, and politicians who are against this type of program for English Language Learners. Some of the reasons people are against this are:

- It has been a long held belief that children can learn a second language best at a young age, but Bilingual Education denies this. (Bohannon, 2001)

- "Research shows that native-language instruction is an inferior method of moving limited-English-proficient children into full proficiency" (Bohannon, 2001, p. 2)

- It has not been determined if there are any negative long-term effects of a Transitional Bilingual Program. (Marshall, Lieb, DeMorais & Saavedra, n.d.)

- It is unclear as to what is the best way to transfer students from instruction in their minority language to instruction in their majority language (Marshall, Lieb, DeMorais & Saavedra, n.d.).

- There is a lack of highly qualified teachers to teach this type of program (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 2; Salinas, 2006)

- "There is no clear evidence that it has been more effective than the old-fashioned way of teaching English through English" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 2).

- "Since the passage of Proposition 227, statewide academic scores of California's 1.4 million limited-English immigrant students have shown huge gains in the two years while those school children who remained in bilingual programs performed the worst" (Salinas, 2006, p. 22).

These are just some of the arguments against a Transitional Bilingual Program.

Full immersion.

In direct opposition to the Transitional Bilingual Program is Full Immersion. In a Full Immersion Program the classes are taught entirely in English. Some schools with this program may have supports in place (such as tutors available for certain time blocks daily or weekly) (Pena, 2002). Like the Transitional Bilingual Program, there are both pros and cons to Full Immersion.

The state of California recently implemented Proposition 227 which required full immersion programs throughout the state, replacing transitional bilingual programs. An article by the executive director of the Institute for Research in English Acquisition and Development claimed that "after two years of instruction, LEP [limited-English proficient] students were not

only not harmed by English immersion, they made significant gains in reading and writing in English as well as math. Not surprisingly, the greatest gains were made in school districts that chose the strictest interpretation of the initiative and implemented the most intensive English-immersion programs. Scores in the bilingual programs that remained largely remained stagnant" (Amselle & Allison, 200, p. 2). In this case, according to these statistics, students under full immersion made the most gains.

Proponents of a Transitional Bilingual Program explain, however, that a non-English speaker understands little in a sink-or-swim classroom. "Sink-or-swim" is a name often used for Full Immersion because the students either fail or succeed, there is no middle ground. "However, if the child is first provided with background knowledge, like a lesson taught in the native language, then English instruction becomes more comprehensible" (Purcell, 2002, p. 9). This is one of the main arguments against Full Immersion. Along with this is evidence that "when students are mainstreamed too quickly, they fall further behind" (Purcell, 2002, p. 14). "Mainstreamed" refers to when students are put into the general education classroom and expected to perform without previous supports. Furthermore, "LEP students' academic motivation and self-esteem may be negatively affected if they view a disconnection between home and school. In addition, if a bilingual teacher they know speaks their primary language cannot speak to them in class in it, they may view their language and culture as inferior" (Purcell, 2002, p. 14). In a study done on one school in California that switched to full immersion "after 2 years in an intensive English instruction program…only 2 out of 74 students had been reclassified as fluent in English. On state achievement tests, these same students scored in the 11th percentile in reading, the 15th percentile in language, and the 16th percentile in math. These scores were well below the scores of their classmates who remained in bilingual

classrooms" (Purcell, 2002, p. 16). According to this body of research and these statistics, it was the students in Transitional Bilingual Program who faired better.

Two-way bilingual immersion program.

Another program that is becoming more popular is the Two-Way Bilingual Immersion Program. This program "also known as a dual language program, [is] unique in bilingual education in that it fosters literacy and native language ability in two different languages for all students in the curriculum, regardless of mother tongue" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 4). In a program like this, there are two types of students, language majority students (those who speak the primary language of the culture or area where the school is located) and language minority students (those who speak the other language taught at the school). There should be a balance between these two groups of students within the program. Around half of the students should be language majority and the other half should be language minority (National, 2006; Marshall, Lieb, DeMorais & Saavedra, n.d.). In the U.S. "the minority-language dominant program is most common. In this type of program, primary grades instruction starts at 80-90% in the minority language for all students, and reaches fifty-fifty by the fourth grade. The next most common program model is the balanced program ("fifty-fifty") where the amount of instructional time is equal in the two languages at all grade levels" (Marshall, Lieb, DeMorais & Saavedra, n.d.). Regardless of the program model, the main goal of a Two-Way Bilingual Immersion Program is that all students will become proficient in both languages (Pena, 2002, p. 4).

Developmental bilingual program.

Another type of program, Developmental Bilingual Program, is also referred to as a "late exit" program. This type of program "proposes that students stay in the program throughout

elementary school and continue to receive 40% or more of instruction in the first language even when they have been tested as English proficient" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 9). There are some programs that provide for an "early exit" out of the program as soon as the student is able to function in an English-speaking environment; however, in a 1991 study of 2,000 Spanish students in five states, the researchers determined that "late exit" bilingual education programs were superior to "early exit" transitional programs. The researchers determined this through showing that the students who had more of a firm base in their native language (late exit students) were better able to learn and adapt to a second language (Marshall, Lieb, DeMorais & Saavedra, n.d.). Thus, one benefit of this program is that many studies have found that the better the foundation in the student's native language, the better prepared the student is for learning English. This program helps to provide a strong foundation in the native language while also introducing and building English (Marshall, Lieb, DeMorais & Saavedra, n.d.; Castro, E., Crawford, G., & Gillanders, C., 2007)

Immersion bilingual program.

Immersion Bilingual Program is another term occasionally used when talking about English Language Learners; however, this program type is actually a program used to teach a foreign language. It "is defined as using the standard, approved school curriculum taught in a foreign language to students who share the same first language" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 3). The students are taught all content areas completely in their second language. This program is especially popular in Canada where "20% of all English speaking children participate in Ottawa and Montreal. These students are completely taught in their second language, French, and begin their English instruction only after they have begun reading in French" (Marshall, Lieb, DeMorais & Saavedra, n.d.). French and Spanish are the two most

commonly used languages for Immersion Bilingual Programs (Marshall, Lieb, DeMorais & Saavedra, n.d.).

Restoration bilingual program.

Restoration Bilingual Programs, like Immersion Bilingual Programs, involve students who already speak English. The purpose of this program is not to aid English Language Learners, but to restore to English-speaking children their native language. This is most commonly used to restore indigenous languages, and "it was proven in Hawaii, Spain, Quebec, and New Zealand that the restoration of their native language brings pride and reduces the number of young people who get involved in gangs, abuse alcohol and dropout of school" (Marshall, Lieb, DeMorais & Saavedra, n.d., p. 9).

Curriculum

Specific to instruction for English Language Learners, an abundant amount of research has been done recently on language acquisition. Research indicates that three of the most important parts of language acquisition for English Language Learners are phonics, vocabulary, and oral language (Goldenberg, 2008; Resnick, 2004; Indiana, n.d.).

Phonics.

According to "English Language Learners: Boosting Academic Achievement," edited by Lauren Resnick (2004), "The most successful approaches usually include: systematic training in kindergarten to develop children's phonological awareness (the ability to distinguish and manipulate sounds), lots of practice reading; [and] explicit instruction in phonics" (p. 1-2). Likewise, findings of the National Literacy Panel point out that there are many sounds that will cause confusion because they simply do not exist in the primary language. Intense phonics instruction will help in the learning and decoding of these new sounds (Indiana, n.d., 1). Both of

these sources emphasize the importance of phonics instruction in helping English Language

Learners acquire English language skills.

   Vocabulary.

   Research also supports vocabulary instruction for English Language Learners

(Goldenberg, 2008; Indiana, n.d.; Resnick, 2004; Short & Echevarria, 2004). When native

English speaking students begin kindergarten they "typically know at least 5,000 to 7,000

English words…English Language Learners will never catch up with native speakers unless they

develop a rich vocabulary" (Short & Echevarria, 2004, p. 2). The Indiana Department of

Education relays that "everything a teacher of ELLs does should revolve around vocabulary

acquisition… incidental learning of vocabulary cannot be relied on for ELLs" (Indiana, n.d., p.

2). This information demonstrates that vocabulary instruction is essential for ELLs. Beyond the

importance of it, research also agrees on the ways to teach vocabulary. Vocabulary instruction

for English Language Learners needs to be done in context. Students should not simply

memorize lists or look up words in dictionaries (Short & Echevarria, 2004; Goldenberg, 2008).

   The students also need a variety of experiences with new words in order to add the words

to memory (Indiana, n.d.). In addition to conversational vocabulary instruction (instruction of

vocabulary that we use in everyday, common situations), English Language Learners must also

be taught academic vocabulary. That is, they will need to learn terms such as "in comparison,"

"as a result," and other words that might be used during class discussions or when talking about

literature (Resnick, 2004; Short & Echevarria, 2004), but like all vocabulary instruction, these

words, too, must be taught repetitively in the context in which they are used. Finally, Short and

Echevarria in their essay *Teacher Skills to Support English Language Learners* (2004) list some

effective methods for vocabulary instruction. They say that "reading glossary definitions is not

sufficient. Strategies such as word walls, semantic webs, and structural analysis can help students organize new words in meaningful ways" (p. 3). Some other vocabulary techniques Short and Echevarria (2004) list "include demonstrations, illustrations, art projects, and letting students select specific vocabulary words to study" (p. 3).

   Oral language.

   In addition to research in phonics and vocabulary, research exists on oral language acquisition for English Language Learners. One thing that a majority of researchers agree on is the necessity of oral language instruction (Indiana, n.d.; Harper & de Jong, 2004). English Language Learners should have "daily opportunities to learn and practice oral English in order for their literacy skills to flourish. ELLs learn English primarily by listening to language in use around them" (Brown, 2006, p. 7). Promoting oral language can help the student develop a wide range of literacy skills. Encouraging students to interact with classmates also helps to promote academic language (Short & Echevarria, 2004). According to the National Literacy Panel, "Extensive oral English development must be incorporated into successful literacy instruction. The most successful literacy instructional practices for ELLs are programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction" (Indiana, n.d., p. 1). Candice Harper and Ester de Jong (2004), however, point out that oral and written language development can occur at the same time or one can be mastered before the other. However, regardless of whether the students learn spoken and written language at the same rate or at different rates, it is important that they are both taught together.

Instruction

While program types and curriculum are important to my study, there are also some other areas of research that are important to my study. These areas are more specific to the students and their families.

Distractibility.

One under-researched area in the education of ELLs is whether or not ELLs are more easily distracted when tutored with a sibling or when tutored individually. While there is not a lot of research on this, there is some research on engagement during tutoring not specific to ELLs. As explained in an article on decreasing disruptive behavior, the size of the group impacts the student's ability to pay attention and remain engaged in the lesson (Lane, Smither, Huseman, Guffey & Fox, n.d.). The smaller the group, the easier it is for students to remain engaged. If a student is engaged that means they are less likely to be distracted and need to be re-focused. When discussing different types of grouping, Vaughn, Hughes, Moody, and Elbaum (2001) explain that there are benefits of small group instruction, such as more efficient use of time and increased instructional time. These benefits typically occur when there are less distractions. In fact, Vaughn, Hughes, Moody, and Elbaum claim that these benefits make small group instruction superior to individual instruction. These two bodies of research provide conflicting opinions on whether or not one type of instruction keeps students more engaged, thus reducing the amount of distractions.

Siblings.

Another under-researched aspect in the realm of English Language Learners is the impact of siblings on instruction. However, research exists on the impact of sibling relationships on cognitive and social development in general. Becoming increasingly prevalent in the 1980's, "a

growing body of research has described the contributions of sibling relationships to child and adolescent development…[and] parents, clinicians, and now researchers in developmental psychology recognize the significance of the sibling relationship as a contributor to…individual children's development" (Brody, 2004, p. 124). Specifically, sibling relationships impact the siblings' social, emotional, and cognitive development (Noller, 2005; Brody, 2004; Gamble, Modry-Mandell, 2008). In fact, "in many non-Western cultures, older siblings are culture brokers who may be as influential or even more influential than parents in socializing young children" (Azmitia, M., Hesser, J., 1993, p. 430).

Some research exists on the impact of a sibling on the other sibling within families of Mexican descent.   In one study of 63 mothers with preschool-aged children, the effect of the sibling relationship was looked at in regards to how well the preschool-aged children adjusted to school. Ninety-five percent of the mothers were of Mexican descent and 78% of the mothers spoke Spanish. The results of the study indicated that "sibling warmth made a significant and unique contribution to child adjustment as reported by the mothers and teachers six months later. Findings are consistent with existing research indicating that sibling relationships impact children's adjustment" (Gamble, Modry-Mandell, Taylor, 2006, p. 61). In families of Mexican descent, children beginning preschool were better able to adjust because of the warm relationship with their sibling. However, while some research demonstrates that sibling relationships aid in cognitive, social, emotional development and adjustment, it is still unclear how/if a sibling relationship affects instruction.

Family perspective.

According to Latino students' parents who were interviewed in regards to the education of their children, an education is not just something that promotes knowledge of content areas

and critical thinking skills. A good education, by definition of a Latino parent, should teach the student to be a person of moral caliber, which would include respect for elders, along with teaching social and personal responsibility. In fact, the words in Spanish meaning "well-educated" are synonymous with the term *ser gente decente*, or "to be a good person" (Plastino, n.d.) Beyond the general expectations for education, parents of English Language Learners also have opinions on instruction.

One study in particular showcases the views of the parents of ELLs. In a study done to promote the success of English Language Learners with disabilities, the parents of ELLs were interviewed. They were given a hypothetical situation about an ELL who was struggling with reading. They were then asked questions about their opinions on how the teacher should have worked with the student. One Latino parent explained that the student should be allowed to read and work on the same story as the other students in the class because the student could then learn from her classmates. This parent felt that the ELL being present in the classroom and doing what the other students were doing was very important (Liu, 2004, p. 13). Another parent explained that for students who have limited English, the teacher may need to use the native language; however, the parent also stated that "English must be the main language of educational communication" (Liu, 2004, p. 16).

While there is a decent amount of research on the curriculum of English Language Learners and the different types of programs for these students, there is still a need for more research in this field, especially in the area of sibling involvement. It is my hope that through my study I can provide a small piece research to the ever widening gap.

Methodology

The following research was action research, a type of research done by teachers, principals or others in the schools that is used to gather information on the students they serve. The goal of my research was to gather information on the effect of sibling presence on the instruction of English Language Learners. Through my research I also wanted to examine teacher perspectives of some of the major issues behind the education of ELLs. I also sought the input of not only educators, but the parents of the ELLs, and the ELLs themselves.

Research Questions

How does the teaching and learning of English language instruction differ for native Spanish speaking siblings when taught together and individually?

How do English Language Learners feel about instruction with a sibling?

What are the opinions of classmates, teachers, and parents of ELLs in regards to the best ways to instruct ELLs?

Phase 1 Participants:

For Phase 1 of my study, I worked with two ELLs who moved to Ohio from Mexico about three months ago. They moved to a rural elementary school in West central Ohio with a student population of 701 and an average class size of 21 (Pre-kindergarten-2) and 24 (grades 3-4). Approximately 20% of the student population qualifies for free/reduced lunch. The native Spanish-speaking students were the only ELLs in the PreK-4 elementary school and are female siblings, one in kindergarten and one in second grade. The two girls moved here with their mother who speaks only Spanish. For the purpose of this study, I will be using pseudonyms. The kindergarten student will be called Marina, and the second grade student will be called Gracia.

This elementary school had only one ELL in the past, so when the students arrived the school operated similar to a full immersion school with no built in supports for the students. Part way through the research, the students moved to Georgia without prior notice. This prompted the need for a Phase 2.

Phase 2 Participants:

For Phase 2 of my study, I worked with two ELLs, a female kindergarten student and a male third grade student, who moved to Ohio from Mexico about three years ago. They moved here with their mother to join their father who had come a year earlier. They attend school at an urban elementary school, also in West central Ohio, with a student population of 437 and an average class size of 23. The school serves a student population of kindergarten through fifth grade, and 80.5% of the school population qualifies for free/reduced lunch. There are currently three English Language Learners at the school. This school is most closely aligned to the Full Immersion program model; however, the school does have an English as a Second Language teacher in the building to work with ELLs for small portions of time each day. For the purpose of this study, the kindergarten student will be called Silvia, and the third grade student will be called Diego.

Why these students?

In West central Ohio there is a small, but growing, population of English Language Learners. In looking for a place to do my research I was looking for a school where ELLs were a minority and the teachers were not accustomed to working with this population of students. It was also important that I had access to working with the students at school and doing surveys with the school staff. Working at schools that the Wittenberg Education Department had a previously established relationship with provided me with this opportunity.

Timeline

October 16, 2008: Filed a petition for research with the University Institutional Review Board

[Appendices B, C, G, H, I, J, K, M, N, O were included in the petition.]

October 18, 2008: Research project approved by the University Institutional Review Board

Mid-October: I interviewed the mother and uncle of Gracia and Marina, and then I began

gathering data through working with the students. This included using the end of lesson

survey after each lesson and recording distractibility for each lesson.

Early November: Phase 1 students moved.

Mid-November: Completed surveys and interviews at Phase 1 school.

January to Mid-February: Worked with Phase 2 students. While working with students I used

the end of lesson survey every lesson and recorded distractibility. I also did the end of

instruction survey with the students during this time. I completed surveys and interviews

at Phase 2 school and interviewed the mother of Diego and Silvia.

Instruments Used:

Parental Consent Form [See Appendix A.]

Before beginning research in Phase 1 and then again in Phase 2 consent forms were

completed by the mothers of the students.

Administration Consent Form [See Appendix B.]

Before beginning research in Phase 1 and then again in Phase 2 consent forms were

completed by the administration of each school.

Cover Letter for Surveys [See Appendix C.]

This letter was attached to the surveys that went out to all adults to provide them with

more information about my research along with contact information.

Basic English Assessment Sheet [See Appendix D.]

This sheet assessed recognition of: lower and upper-case letters, shapes, colors, numbers, and common sight words.

Phase 1: This sheet was given to both students individually as an initial assessment.   I intended on giving it again as a final assessment, however, since the students moved, this was not an option.

Phase 2: This sheet was given to both students individually at the beginning of our work together and, again, as a final assessment on our last day.

Observation Tally Sheet [See Appendix E.]

During both Phase 1 and Phase 2, I took observation notes of the students. I noted three things during each lesson. First, I noted the lesson type (individual or together). Second, I noted how many times each student was distracted. I counted it a distraction whenever I had to refocus the attention of the student. Third, I noted whether or not each individual asked if he/she would be working with his/her sibling on that day. I noted this by writing the student's initial next to the date if he/she asked to work with the sibling.

Initial Lesson Survey [See Appendix F.]

Phase 1: This survey was not administered during Phase 1.

Phase 2: This survey was used at the beginning of our time together to gather information about the feelings of the students in regards to their teachers and classmates.

End of Lesson Survey [See Appendix G.]

This survey was completed at the end of every lesson by each student. This survey assessed the overall success of the lesson, how well the students focused on the lesson, and how much of the information they thought they learned. This survey remained the same with both

Phase 1 and 2; however, it was altered after research began to make it more child-friendly. This initial survey was difficult for the students to understand, so, instead of having a rating scale from 1-5, I made a rating scale of smiley faces going from a large frowning face to a large smiling face.

End of Instruction Survey [See Appendix H.]

Phase 1: This survey was not completed by these students since they moved before the end of instruction.

Phase 2: This survey was given to the students on our last day together. It gathered information on which environment the students liked best (with a sibling or without) and which lessons the students liked best.

Instructional Survey for Adults and Students [See Appendix I.]

This survey was completed by the students, classmates of the students', their classroom teachers, specials teachers (i.e. gym, music, art, and library teachers), intervention specialists, literacy specialists, and administrators with both Phase 1 and 2. This survey was used to assess the respondents' opinion on the best language of instruction for English Language Learners, the best environment for instruction, and helpful activities for instruction.

Phase 1: This survey was given in written form to the second grade students by their classroom teacher; however, the questions were read to them. I administered this survey individually to the kindergarten students orally and recorded each of their answers.

Phase 2: This survey was given to the third grade students by their classroom teacher in written form; however, the questions were read to them. It was given to the kindergarten students orally by the literacy specialist. It was also given to the English Language Learner tutor.

Classroom Teacher Survey [See Appendix J.]

This survey was completed by the classroom teachers of the English Language Learners. It was used to gather their opinions on preparation for instructing an ELL. This survey remained the same in both Phase 1 and Phase 2.

Classroom Student Interview Guide [See Appendix K.]

Phase 1: This interview was used to gather information from the classroom peers on their feelings toward getting a new student who speaks only Spanish. It was given to the second grade students by their classroom teacher. I administered it to the kindergarten students.

Phase 2: This interview was not used because it was not applicable. The students have been in the country for three years and were not new students in their respective classrooms.

Interview Guide for Mother [See Appendix L.]

This interview was given in both Phase 1 and Phase 2 to the mother of the ELLs. It was used to gather information on the mothers' opinions of schools in the United States, along with instruction of ELLs.

Phase 1: This interview was done in its entirety.

Phase 2: This interview was given excluding question number 1: Why did you come to this school? That question was not asked since the family has been in the United States for 3 years.

Lesson Activities

With both pairs of siblings I worked with them for 40 minute time frames. I rotated my schedule between individual and dyad lessons every other day (ie. Mondays I worked with both students individually; Tuesdays we were together; Wednesdays I worked with both students individually, and Thursdays we were together). Because of scheduling conflicts I could only work with the students four days a week. The lessons with both pairs of students took place in

rooms typically used for tutoring that were either empty at the time of instruction or had one other small group working in them.

Phase 1: These lessons consisted of a variety of activities. We read bilingual books, practiced saying the names of different colors, and recited the alphabet. I also had a few different games that we did. One was a word family game. Marina and Gracia matched letters to the word cards in order to complete words. When they made all of their words they had to say them. This game used words like "rat, hat, bat, pen, hen, and ten." They also played a bingo game. Each girl got a bingo card, but instead of numbers, it had a variety of different vocabulary words with a picture of each word. I would then say a word and the girls would have to find the word on their card (if it was a word they had).

Phase 2: These lessons consisted of activities similar to those done in Phase 1, including reading bilingual books, identifying letters, and playing the word family game. With Diego, I also did activities in which he did short writing activities about his weekend or in response to a book he read.

Why these instruments?

I decided upon these methods because they are simple and able to be completed within a school environment. Surveys completed with the kindergarten students were done orally since the students were not able to read the surveys for themselves. The interviews with the mothers of the students were completed in Spanish in person to ensure understanding of both the questions and the responses.

Data Analysis

The following sections contain the data gathered during my research, along with an analysis of this information. Through these sections I will attempt to answer my initial research questions:

How does the teaching and learning of English language instruction differ for native Spanish speaking siblings when taught together and individually?

How do English Language Learners feel about instruction with a sibling?

What are the opinions of classmates, teachers, and parents of ELLs in regards to the best ways to instruct ELLs?

Preparedness

Phase 1:

The teachers and students did many different things to prepare for having a Spanish-speaking student in their classroom. Some of these were:

- They hung up English/Spanish labels and posters around the room.

- They brought bilingual and Spanish books into their classes.

- They contacted a Spanish teacher.

- They researched ESL students.

- They found computer programs.

- They got a Spanish dictionary.

These different actions helped to create a welcoming environment for Marina and Gracia

The teachers felt prepared to handle an ELL based on previous experience working with an English language learner.

Phase 2:

Only one of the teachers at this school shared ideas for what she did to help prepare for the ELL in her classroom. In order to prepare for the student she:

- Planned to translate agenda notes for parents

- Arranged for a translator for parent meetings and conferences.

The teacher that worked with Diego when he first moved to Ohio was unable to be reached because she was on sick-leave. The students at this school were not asked about how they helped prepare their classroom since the ELLs started at the beginning of the year as a member of their class.

Both classroom teachers said that they felt prepared for the ELL in their classrooms after receiving assistance from the English as a Second Language teacher at the school.

Best Instruction: Mode

One of the questions asked in the interviews and surveys to the classmates of all four students, the mothers of the siblings, their teachers, the specials teachers, literacy specialists, intervention specialists, and administrators was:

- "What do you think would be the most effective way to instruct a student who only speaks Spanish?

    1. All English

    2. Mostly English but some Spanish

    3. Half English/half Spanish

    4. Mostly Spanish but some English

    5. All Spanish"

Table 1

Language Preference

	All English	Mostly English but some Spanish	Half English/half Spanish	Mostly Spanish but some English	All Spanish
Phase 1					
Kindergarten	0	3	3	0	8
2nd Grade	2	2	9	0	1
Adults	0	4	5	1	0
Mother	0	1	0	0	0
Total	2	10	17	1	9
Phase 2					
Kindergarten	6	0	1	3	16
3rd Grade	0	0	17	0	0
Adults	0	2	3	0	0
Mother	0	0	1	0	0
Total	6	2	22	3	16
Combined 1 & 2	8	12	39	4	25

Note. The total number of respondents from Phase 1 was 38, Phase 2 was 48, and total was 86.

Table 1 shows the distribution of the responses. At the first school the adults mainly responded either "mostly English but some Spanish" or "half English/half Spanish." This is similar to the opinions of the adults at the second school, whose answers were also spread between those two categories. The majority of second and third grade classes at both schools

also had similar answers. The second grade students mostly felt that instruction should be "half English/ half Spanish" with a few students also answering "All English" and "Mostly English but some Spanish." The third grade students all answered "half English/half Spanish." The majority of kindergarten students at both favored that instruction be in "all Spanish." When looking at the totals, both schools had a majority of the responses in "half English/half Spanish" with the next largest category "all Spanish" because of the overwhelming kindergarten response in that category.
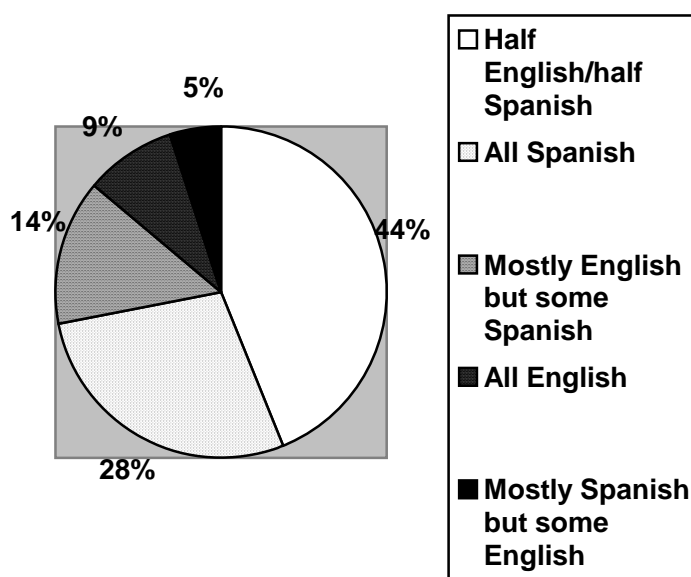
Figure 1: Totals for Language Preference

The answers given correlate with what most research says about the language of instruction for English Language Learners. While it is unknown to what extent the primary language should be used in the classroom as made apparent by all of the different program types for ELLs, researchers say that using the primary language at least occasionally in the classroom is very important to the students' language and literacy development Castro, E., Crawford, G., & Gillanders, C., 2007).

The responses by the mothers, "Mostly English but some Spanish" and "Half English/half Spanish" also coincide with research on parent perspectives on education. Research indicates that parents of English Language Learners want their students instructed in English; however, when needed they also want the native language used (Liu, 2004).

Best Instruction: Location

Another question asked on the survey was:

"Would it be better for a student who speaks only Spanish to be in a general education classroom all day or to be in a separate class?"

Table 2 shows the responses received for this question.

Between the two schools the majority of kindergarten responses at each school were contradictory. At the Phase 1 school 86% of the kindergarten students stated that instruction should be in the general education room while at the Phase 2 school only 36% responded with general education room. The second and third grade classes, however, were fairly similar to each other. Both had a majority of responses for the general education room but one or two said in a separate room.

The adults were divided on which would be the best classroom for a Spanish-speaking student: the general education classroom or a separate classroom. Six respondents from the first school indicated it would be best for the student to remain in a general education classroom all day. They cited reasons such as real language experience and interaction with the other students. Two other respondents said that the students should be in separate classes at least until they have a firm base in understanding and speaking English so that they would be able to comprehend what is going on in a general classroom and actively participate in learning. The final two of the respondents did not choose an option on the survey but instead stated that the Spanish students

should be in the general education classroom for half of the day and a separate classroom for the other half of the day, this way the students get specific, more individualized instruction for some of the day while also getting the real language experience and interaction with others.

Table 2

Location of Instruction

		Separate	General
Phase 1	Kindergarten	2	14
	2nd Grade	2	7
	Adults	2	6
	Mother	0	1
	Total	6	28
Phase 2	Kindergarten	18	10
	3rd Grade	1	15
	Adults	1	2
	Mother	0	1
	Total	20	28
Phase 1&2	Total	26	56

From the second school, two adults thought ELLs should be in a general education room with supports, one thought they should be in a separate class until a firm base is established, and

the final one wrote in that the students should spend half their day in one class and half their day in another class.

The mothers of both students believed that the education of their children should take place in the general education classroom. This correlates with research that indicates parents of ELLs want their children in the general classroom with other students doing the same things those students are doing.

Overall, 82% of those surveyed from school 1 chose the general education room over a separate room while only 58% of those surveyed from school 2 chose the general education room. School 1 is a school that provides full inclusion (when students with special needs are included in the general education classroom for almost all instruction, interaction, activities, etc.) with extra services for students on individualized education plans because of special needs provided in the general classroom as much as possible without distracting the other students. School 2, however, is not a full inclusion school. Oftentimes students with special needs are placed in separate classrooms for portions of the day. It is possible that this difference plays a role in the difference of responses to this question between the two schools because the students at a school with full inclusion would be used to a variety of different learners being in their classroom and would possibly value that diversity more than a student from a school where full inclusion is not practiced.

Best Instruction: Content

In addition to the mode and location of instruction, data were collected on the content aspect of instruction. Adults and students were asked what activities would be beneficial to do with a student who speaks Spanish. Table 3 shows the breakdown of responses. The question was open-ended, but for content analysis purposes the responses were divided into six categories:

phonics, vocabulary, oral, tutor, play, other. Some examples of activities included in each

category are:

Phonics: Rhymes, word families

Vocabulary: Label the room with Spanish and English cards. Have picture dictionaries.

Oral: Have students teach songs to the class in Spanish and vice versa.

Tutor: Find a tutor for them. Find someone to help them.

Play: Play on the monkey bars, play a game, paint

Other: This category includes the responses that did not fit into a category above such as culture

activities, be nice to them, or learn.

Table 3

Content of Instruction

		Phonics	Vocab	Oral	Play	Tutor	Other
Phase 1	Kindergarten	1	1	3	2	0	2
	2nd Grade	0	8	5	4	0	4
	Adults	1	9	4	3	0	3
	Mother	0	0	1	0	0	0
	Total	2	18	13	9	0	9
Phase 2	Kindergarten	1	2	5	7	0	3
	3rd Grade	1	4	4	3	7	0
	Adults	4	8	2	0	0	4
	Mother	0	1	0	0	0	0
	Total	6	15	11	10	7	7
	Totals 1 & 2	8	33	24	19	7	16

These responses fall closely in line with what research says about the instruction of English Language Learners. Research in this field indicates the most important initial aspects of instruction are in phonics, vocabulary, and oral instruction. A majority of all responses fall into one of these three categories. The responses, particularly of the adults, all match current research.

In addition to the use of surveys, I also gathered information through working with the students.

Instruction as a Whole

There were a variety of sources used to gather information on the instruction as a whole.

Basic english assessment sheet.

Phase 1:

Based on the initial assessment, Marina did not know any uppercase or lower case letters, numbers, color words, common sight words, or shapes in English. Gracia was able to identify eleven uppercase letters and sixteen lowercase letters, numbers 1 to 10, 7 out of 9 color words, 5 out of 21 common sight words, and no shapes in English. Although these two students moved before a final assessment could be completed, through informal assessments and observations, both students were showing increases in letter and color recognition, demonstrating that the individual and dyad instruction time was effective as a whole.

Phase 2:

On the initial assessment, Silvia was able to recognize all capital letters, twenty-three lowercase letters, sixteen numbers, seven color words, thirteen sight words, and four shapes. At the time of the final assessment she was able to recognize twenty-five lowercase letter, nineteen numbers, thirteen sight words, and four shapes so she improved in recognition of lowercase letters, numbers, and color words. Diego was able to recognize all but one lowercase letter on the initial assessment, and on the final assessment he was able to recognize everything on the assessment sheet. Since Diego did so well on the initial assessment there was a ceiling effect so it was difficult to measure his progress using the same assessment; however, during the course of

instruction, both students made improvements (even if only on one letter) on the assessment items.

Initial lesson survey.

Phase 1:

This survey was not administered during Phase 1.

Phase 2:

As a way of gathering more about the feelings of the students, I interviewed both students about their feelings at the beginning of school. Diego, who started school as soon as he moved to Ohio from Mexico, said that he felt shy and scared. Silvia, however, lived in Ohio for two years before starting school. She said that she felt happy when she got to school because she was excited about starting. Both students felt that the other students in their classrooms were excited to have them in their classes; they both felt that their teachers knew how to help them, and they both felt welcomed and important.

End of lesson survey.

Phase 1:

After I remade this survey so that it was student friendly, there was only one day of instruction before the students moved, so data using this instrument was not gathered with the first set of students.

Phase 2:

At the beginning of instruction, the survey questions were explained to the students. The meaning of each question was discussed, and periodically the questions were described again so the students would understand what each question was asking. The smiley faces ranged from very big frown to very big smile. This smile scale translated into a scale from 1-5, 1 being the

very big frown and 5 being the very big smile. Table 4 shows the students' responses to each question on the different days. Each column represents a learning session. The responses are separated based on the instruction type (individual or together).

Table 4

Reponses for end of lesson survey

	Diego									Silvia								
	Individual					Together				Individual					Together			
How well do you think you paid attention?	5	4	5	5	5	5	5	5	5	5	4	5	5	5	4	4	5	5
How much do you think you learned?	5	4	5	5	4	5	5	5	5	5	4	5	5	5	4	5	5	5
Over-all, how successful do you think the lesson was?	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5

The last two questions in particular relate to instruction as a whole. Diego and Silvia both felt that during 7/9 lessons they learned as much as they could have possibly learned. Likewise, Diego felt that 8/9 lessons were completely successful and Silvia felt that 7/9 lessons were completely successful. At least in the opinions of the students, they felt that they learned what they were supposed to learn and that the lessons were overall successful.

Distractibility

Phase 1

I was able to record observations for 6 lessons (three individual lessons and three lessons with both girls together). During these lessons I noted the number of times each girl was distracted. I counted the behavior as being distracted when I had to verbally draw the student back on task.

Phase 2

I recorded observations for 10 lessons (five individual lessons and five lessons with both students together) with Diego and Silvia. During these lessons I took notes of the number of times each student was distracted.

*Note: For this data there were 5 individual lessons, however for the data with the end of lesson survey there were only 4 individual lessons. There is a difference of one lesson because during our final time together we completed a final survey and interview. During this work I kept track of distractions (making 5 lessons), however, I did not do a survey on the evaluation of the lesson because an actual lesson was not taught (making 4 lessons).

Table 5 shows the total number of distractions for each student.

Table 5

Distractions per lesson type

	Together	Individual
Phase 1	**3 sessions**	**3 sessions**
Marina	7	3
Gracia	4	9
Total	11	12
Phase 2	**5 sessions**	**5 sessions**
Silvia	7	4
Diego	2	1
Total	9	5
Total from Phase 1 & 2	20	17

Marina was distracted more during the lessons where the two girls were together; however, Gracia was able to focus better during together lessons. It is the exact opposite for individual lessons – Gracia was distracted more during these lessons, and Marina was able to focus better. Combining the totals per lesson for both girls there is only a difference of one distraction between the two lesson types, which is too small of a difference to conclude that one lesson type reduces distractions as a whole.

Both students from Phase 2 were slightly more distractible during instruction with the sibling; however, the numbers are so close that they could simply be like that because the students were having an off day. The total numbers from both phases (20 & 17) are too close to say that one form of instruction over the other form definitively reduces distractibility of the students. However, based on the total numbers, it does appear that over-all students are more easily distracted when they are with a sibling.

How well the students themselves think they paid attention however both contradicts and supports that information. The first question of the end of the lesson survey [See table 4.] asked the students about how well they thought they paid attention.

Diego feels that he paid attention really well during 100% of together lessons but only 75% of individual lessons. Silvia, on the other hand, stated that she paid attention really well during 75% of individual instruction and only 60% of instruction together. Based on this data, Diego felt that he was more easily distracted during individual lessons; however, Silvia felt more easily distracted during lessons together, supporting the previous data on distractibility.

Finally, the end of instruction survey also provides data in regards to distractibility. This survey, again, was not completed with Marina and Gracia; however, Diego and Silvia both stated in this survey that they stayed on-task better when it was one-on-one instruction.

Over-all, a majority of the data leans toward students being less distracted when working individually and more distracted when working with a sibling. This lines up with research since a majority of research says that the smaller the group, the easier it is for students to be engaged and thus, the students are less distractible. However, while the students may have had a few more distractions when together, not all distractions are negative. Sometimes distractions can occur that are really occasions where a sibling bond is being built or where one sibling is reassuring the other through playing with her hair or some other action. While these may be thought of as distractions because they take the students' focus away from the instruction, they are not necessarily negative distractions.

Sibling Preference

Both sets of students frequently asked about whether or not they would be working with their sibling on any given day. With Marina and Gracia, at the beginning of 2 out of 3 individual lessons both girls asked when she would go and get the other sibling to work together. With this first pair of students I did not gather data for this on days that they were together. With Silvia and Diego, Silvia asked at the beginning of all 10 lessons if it would be a day that she could go get Diego. Diego asked at the beginning of 3 of the 5 individual lessons if he could go get Silvia. On the days that Diego and Silvia worked together, Diego was always picked up second, so he never had an opportunity on those days to ask about his sister. Based on these occurrences, it seemed that they all looked forward to seeing and working with their siblings.

Diego and Silvia were interviewed again when we were finished working together. This did not occur with Marina and Gracia since they moved. In this interview both students individually stated that their favorite type of instruction was when they were with their sibling. They also both said that they felt like they learned more with their sibling. Both students also

explained multiple times during this interview that they liked it better when they got to work with a sibling.

In addition to their attitudes at school about wanting to work with a sibling, both mothers revealed that their students do homework together at home during interviews with the mothers of the four students. Both pairs of siblings sit together, do their homework, and the older sibling helps the younger sibling when able.

Based on all of this information it seems that all four of the students enjoyed working with their sibling and even preferred that over individual instruction.

Summary

The following summary is split into three sections based on my three initial research questions.

How does the teaching and learning of English language instruction differ for native Spanish speaking siblings when taught together and individually?

Through the data gathered it is unclear if sibling presence affects instruction and if the teaching and learning of English language instruction differ for native Spanish speaking siblings when taught together and individually. It seems, however, that sibling presence does increase distractibility yet the students prefer instruction with a sibling rather than individual instruction. I feel, however, that while instruction together increases distractibility, the minor increase in distractions is worth it when compared to the benefits it provides the students, especially when some of the distractions occurring may not be negative distractions. As stated by previous research, sibling relationships impact the siblings' social, emotional, and cognitive development (Noller, 2005; Brody, 2004; Gamble, Modry-Mandell, 2008). Also, as shown by the study done on families of Mexican descent, siblings can have a positive impact on the social adjustment of other siblings (Gamble, Modry-Mandell, Taylor, 2006). If having two siblings work together during instruction, instead of individually, increases the students' social, emotional, and cognitive development, along with the students' social adjustment, then it is worth a few more distractions during instruction.

How do English Language Learners feel about instruction with a sibling?

The students on many occasions demonstrated that they enjoyed working with a sibling and would rather work with a sibling than have individual instruction. The data gathered through

both my observations and their responses to multiple questions shows that both the older and the younger sibling desired instruction with a sibling.

What are the opinions of classmates, teachers, and parents of ELLs in regards to the best ways to instruct ELLs?

A lot of the data gathered correlates with what research in the field of English Language Learners already says. The data reiterated the importance of phonics, vocabulary, and oral language instruction with ELLs. It also backed up what research has found so far in regards to the perspective of the parents of ELLs. It also showed that there are a wide variety of actions even an unprepared teacher can take to prepare for and welcome an English language learner into the classroom.

Implications for the Field

Based on the results of my reading and the research, I believe there are some implications for the field of Education.

- English Language Learners with siblings in the same school should be given opportunities for instruction with that sibling.

- The students should spend as much time as possible in the general education classroom setting.

- Instruction of English Language Learners should be done in both their primary language and English; however, as the students gain understanding in English, the amount of instruction in English can increase.

- Even without supports at a school, there are a variety of resources teachers can use to help make their classrooms welcoming to English Language Learners. Teachers, even in

full immersion schools, should still strive to meet the needs of all of their students, even ELLs.

Limitations

During my research there were some unforeseen road blocks that placed limitations on my study. The moving of my two initial students greatly decreased the number of days I had available to work with the students since some of my time then had to be devoted to finding new students. Likewise, once I began working with my second pair of siblings there were many snow delays and cancellations that resulted in more missed instructional time. I believe that my research would have been stronger if I had been able to spend more time working with the students, both individually and with a sibling.

Topics for Further Research

This research also surfaced many other questions. What really is the best way to instruct an English language learner? In the general education classroom? In all English? In half English/half Spanish? Do schools with full inclusion programs already in place provide more opportunities for ELLs to join in the general education classroom? Do full inclusion schools provide a more welcoming environment for ELLs? Are English Language Learners instructed for part of the day with a sibling better off educationally, socially, or emotionally than English Language Learners who are not instructed with a sibling or who do not have a sibling? How does the actual learning compare when with a sibling versus individual instruction? All of these questions will provide many more interesting thoughts for further ELL studies. As the ELL population in the United States continues to grow, it is necessary to answer these questions in order to best educate this new body of students who, like everyone else, deserve the best education we can give them.

References

Amselle, J., Allison, A. C. (2000). *Two years of success: An analysis of California test scores after proposition 227.* Retrieved January 16, 2009, from Education Resources Information Center (ED445542).

Azmitia, M., Hesser, J. (1993). Why siblings are important agents of cognitive development: A comparison of siblings and peers [Electronic version]. *Child Development, 64*, 430-444.

Bahamonde, C. (1999). Teaching English Language Learners: A proposal for effective service delivery through collaboration and co-teaching. Journal of Educational & Psychological Consultation, 10(1), 1. Retrieved October 2, 2008, from Academic Search Complete database.

Bohannon, T. (2001). *Bilingual education: An inquiry into transitional bilingual education.* Retrieved January 16, 2009, from http://www.abortionessay.com/essay/files/bilingualinquire/bilingualinquire.html

Brisk, M. E. (1999). *Quality Bilingual Education Defining Success.* Retrieved January 16, 2009, from Education Resources Information Center (ED445549).

Brody, G. H. (2004). Siblings' Direct and Indirect Contributions to Child Development [Electronic version]. *Current Directions in Psychological Science, 13*(3), 124-126.

Castro, E., Crawford, G., & Gillanders, C. (2007). *Proceedings of FirstSchool Symposium: Early school success: Equity and access for diverse learners.* Chapel Hill, NC.

Gamble, W.C., Modry-Mandell, K. (2008). Family relations and the adjustment of young children of mexican descent: Do family cultural values moderate these associations? [Electronic version]. *Social Development*, *17,* 358-379.

Gamble, W.C., Modry-Mandell, K.L., Taylor, A.R. (2006). Family emotional climate and sibling relationship quality: Influences on behavioral problems and adaptation in preschool-aged children [Electronic version]. *Child and Family Studies*, *16*, 61-73.

Goldenberg, C. (2008). Teaching English Language Learners: What the research does – and does not – say. American Educator. 8-44.

Harper, C., & De Jong, E. (2004). Misconceptions about teaching english-language learners. Journal of Adolescent & Adult Literacy, 48(2), 152-162. Retrieved October 2, 2008, from Academic Search Complete database.

Indiana Department of Education. (n.d.) English Language Learners: Literacy and language development. Retrieved October 2, 2008, from http://www.doe.in.gov/lmmp/pdf/ELL_literacy_development.pdf.

Lane, K. L., Smither, R., Huseman, R., Guffey, J. & Fox, J. (n.d.) A function-based intervention to decrease disruptive behavior and increase academic engagement. The Journal of Early and Intensive Behavior Intervention. Retrieved March 24, 2009, from Academic Search Complete database.

Liu, K. K. (2004). *Pathways for promoting the success of English Language Learners with disabilities in standards-based education.* Retrieved March 4, 2009, from cehd.umn.edu/nceo/presentations/lui/Lepiepnabe04.ppt.

Marshall, C.H., Lieb, B., DeMorais, L., Saavedra, I. (n.d.). *Exploring Bilingual Education*. Retrieved January 16, 2009, from http://filebox.vt.edu/c/cmarshal/exploring_bilingual_education.htm

National Clearinghouse for English Language Acquisition. (2006). *Resources about early childhood education*. Retrieved December 4, 2008, from http://www.ncela.gwu.edu/resabout/ecell/index.html.

Noller, P. (2005). Sibling relationships in adolescence: Learning and growing together [Electronic version]. *Personal Relationships*, *12*, 1-22.

Pena, G. (2002). *Bilungual education: The problem of ambiguity and poor professional development.* Retrieved January 16, 2009, from Education Resources Information Center (ED470450).

Plastino, S. (n.d.). *Helping latino students feel comfortable in your classroom.* Retrieved March 4, 2009, from http://www.learnnc.org/lp/pages/933.

Purcell, J. (2002). *The Foundations and Current Impact of California's Proposition 227.* Retrieved January 16, 2009, from Education Resources Information Center (ED465302).

Resnick, L.B. (Ed.). (2004). English Language Learners: Boosting academic achievement [Electronic version]. *Research Points* 2(1), 1-4.

Salinas, R.A. (2006). All children can learn to speak english [Electronic version]. *National Forum of Educational Administration and Supervision*, *23*(2), 20-24.

Short, D. & Echevarria, J. (2004). *Teacher skills to support English Language Learners.* Retrieved October 2, 2008, from http://www.barrow.k12.ga.us/esol/Teacher_Skills_to_Support_English_Language_Learners.pdf.

Vaughn, S., Hughes, M. T., Moody, S. & Elbaum, B. (2001). *Grouping students who struggle with reading*. Retrieved March 24, 2009, from http://www.readingrockets.org/article/203?theme=print.

Appendix A

Parental Consent Form

Estimada Madre de _____,

  Estoy en mi cuarto año en la Universidad de Wittenberg. Estudio educación para los niños y español. Tengo interés en hacer algunas actividades para ayudar que sus hijos aprendan inglés. Yo quisiera hacer algunas de estas actividades individualmente y algunas con los dos juntos. De esa manera, propongo estudiar el impacto del apoyo de los hermanos en el aprendizaje. Puesto que esto es un proyecto de investigación para mis estudios, yo necesito obtener su permiso para trabajar con sus hijos. Tengo que escribir un reportaje sobre mis conclusiones, pero cuando hable de sus hijos no incluiré sus nombres.

  También tengo interés en reunirme con usted para preguntarle sobre sus hijos y sus experiencias en la escuela de _____. No hablo español con fluidez, pero hace seis años que estudio español.

  Si tiene interés en recibir una copia del abstracto para este estudio o un resumen de las conclusiones finales, puede notificarme a mí o a _____. Si tiene preguntas por favor llame a _____ o a mí por correo electrónico -- _____ o por el teléfono de _____.

  Por favor devuelva la parte abajo de esta forma a la escuela con _____.

Atentamente,

Ashley Uhrig

Le doy permiso a Ashley Uhrig para trabajar con mis hijos en la escuela primaria de _____ y usar la información con toda confidencialidad en su reportaje.

Estoy dispuesta a reunirme con Ashley Uhrig para una entrevista.

No le doy permiso a Ashley Uhrig para trabajar con mis hijos en la escuela primaria de _____

Nombres de sus hijos

_____ _____
Firma   Fecha

*For English translation see Appendix O.

Appendix B

Administration Consent Letter

Administration Consent Letter

Dear Administrator,

I am writing to you in regards to a research project I will be doing for one of my undergraduate thesis under the supervision of Dr. Lora Lawson. For this project I will be studying English as Second Language instruction for Spanish-speaking students when taught individually and with a sibling. I am hoping to do this through individual and dyad lessons with two students at your school, both of whom speak Spanish and are siblings. I will also be conducting surveys of and interviews with teachers, specialists, administrators, and other students in the classrooms with the two Spanish students. The purpose of these surveys and interviews will be to provide different perspectives on the learning environment and necessary instruction.

I have enclosed a copy of my approved proposal to the Wittenberg Institutional Review Board for your review.

I plan on beginning my research upon your consent of this project. If you have any questions or concerns please feel free to contact me at _____

Sincerely,

Ashley Uhrig '09

Lora Lawson, Ph. D.

_____

    I grant permission for Ashley Uhrig to conduct this project at (name of elementary school)

    I do not grant permission for Ashley Uhrig to conduct this project at (name of elementary school)

_____   _____
Signature   Date

Appendix C

Cover Letter for Surveys

Cover Letter

Dear (Classroom Teacher, Specials Teacher, Administrator, Special Education Teacher, Literacy Specialist)

I am a student at Wittenberg University and am doing a study on a comparison of English as Second Language instruction for Spanish-speaking students when taught individually and when taught with a sibling. In order to gain multiple perspectives for my research I am asking that you complete this brief survey and return it to _____ in room 12. Please do not put your name on this survey. _____ will then give me the surveys without identification so that your answers will maintain confidential.

I realize that your time is limited, but I am hoping you will be able to take 15 minutes to do this survey. Please return the survey by (this date was different for Phase 1 and Phase 2).

If you are interested in receiving a copy of the abstract or a summary of the findings from my study please contact _____.

If you have any questions about the study you can contact me at _____.

Thank you in advance for your participation.

Sincerely,

Ashley Uhrig

Appendix D

Basic English Assessment Sheet

Uppercase letters: Letter sounds:

J A V Q I O P S Z M L D E

T Y G X K U F R W N C H

Lowercase letters:

j a v q i o p s z m l d e

t y g x k u f r w n c h

Numbers 1 - 20   I can count to:

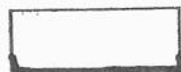8 2 4 7 1 3 6 10 9 0 5

4 18 11 16 13 19 17 12 15 20

Colors:

● yellow green purple red orange brown white black

Sight words:

● I come and it you a have yes is not

in what run go did the will see do no

Shapes:

Appendix E

Observation Tally Sheet

Observation Tally Sheet

	23-Jan	26-Jan	27-Jan	28-Jan	30-Jan	2-Feb	3-Feb
	Tog.	Ind.	Tog.	Ind.	Tog.	Ind.	Tog.
Silvia							
Diego							

	4-Feb	6-Feb	9-Feb	10-Feb	11-Feb	13-Feb
	Ind.	Tog.	Ind.	Tog.	Ind.	Tog.
Silvia						
Diego						

Appendix F

Initial Lesson Survey

Initial Lesson Survey

1. How did you feel when you first got to school?

2. Did you feel like the other kids in the classroom were excited to have you there?

3. Did you feel like your teacher knew how to help you?

4. Did you feel welcomed/like you were an important part of the class?

Appendix G

End of Lesson Survey

1. ¿Por cuánto tiempo crees que te enfocaste en la instrucción?

2. ¿Cuánto crees que aprendiste?

3. En total, ¿Cuánto éxito tuvo esta lección?

Appendix H

End of Instruction Survey

End of Instruction Survey

1. What did you like about instruction together? Why?

2. What did you like about individual instruction? Why?

3. Which was your favorite form of instruction? Why?

4. Which way do you think you learned more? Why?

5. Which way do you think you stayed on-task more? Why?

6. What was your favorite lesson from instruction when we were together? Why?

7. What was your favorite instruction from when it was just you and me? Why?

8. What was your favorite lesson over-all? Why?

Appendix I

Instructional Survey for Adults and Students

Instructional Survey for Adults and Students

1. What do you think would be the most effective way to instruct a student who only speaks Spanish?

    1. All English

    2. Mostly English but some Spanish

    3. Half English/half Spanish

    4. Mostly Spanish but some English

    5. All Spanish

2. Would it be better for a student who speaks only Spanish to be in a general education classroom all day or to be in a separate class?

3. What are some activities you think would be helpful to do with a student who speaks only Spanish?

4. Any other comments on the best way to instruct someone who speaks only Spanish…

Appendix J

Classroom Teacher Survey

Classroom Teacher Survey

1. In what ways did you feel prepared to have an ESL student? Why or why not?

2. What kinds of things did you do to prepare for the student?

3. What did you do to help the student once she arrived?

4. Is there anything different you plan on doing when you have your next ESL student?

Appendix K

Classroom Student Interview Guide

Classroom Student Interview Guide

1. How did you feel about getting a new student?

2. What did you think when you found out the student did not speak English?

3. What did your class do to get ready for this new student?

4. Now, how do you feel about having a student in your class that does not speak English?

Appendix L

Interview Guide for Mother

Interview Guide for Mother

1. ¿Por qué vino Ud. a esta ciudad? ¿A esta escuela?

2. *¿Cómo va la enseñanza de sus hijas?*

3. *¿Qué piensa Ud. de las escuelas de los Estados Unidos?*

4. ¿Qué piensa Ud. que es la manera más efectiva para enseñar a un estudiante que habla solamente español?

- Todo en inglés

- Más inglés pero algún español

- Mitad en inglés y mitad en español

- Más español pero algún inglés

- Todo en español

5. ¿Es mejor para un estudiante que habla solamente español estar en una clase con hablantes de inglés por todo el día o estar en una clase aparte?

6. ¿Cuáles son algunas actividades que piensa que son beneficiosos para hacer con un estudiante que habla solamente español?

7. *¿Tiene Ud. cualquier otro comentario sobre la mejor manera de enseñar a alguien que habla solamente español?*

*See Appendix N for English translation.

Appendix M

English Translation of End of Lesson Survey

English Translation of End of Lesson Survey

1. How well do you think you paid attention?

2. How much do you think you learned?

3. Over-all, how successful do you think the lesson was?

Appendix N

English Translation of Interview Guide for Mother

English Translation of Interview Guide for Mother

1. Why did you come to this area? Why this elementary school?

2. How are things going with the schooling of your children?

3. What is your impression of American schools?

4. What do you think would be the most effective way to instruct a student who only speaks Spanish?

    a. All English

    b. Mostly English but some Spanish

    c. Half English/half Spanish

    d. Mostly Spanish but some English

    e. All Spanish

5. Would it be better for a student who speaks only Spanish to be in a general education classroom all day or to be in a separate class?

6. What are some activities you think would be helpful to do with a student who speaks only Spanish?

7. Any other comments on the best way to instruct someone who speaks only Spanish…

Appendix O

English Translation of Parental Consent Form

Parental Consent Form

Dear (name of mother),

I am a senior Early Childhood Education major Spanish minor at Wittenberg University. I am interested in doing some lessons to help both of your children learn English.   I plan on doing some of these lessons individually and some with your children together. Through this I plan on studying the impact siblings have on learning. Since this is a project through school I need to get your permission in order to work with your daughters on this. I have to write a report on my findings, but when including information about your children I will not include their names.

I am also interested in meeting with you to ask you a few questions about your children and their school experience at (name of elementary school). I am not fluent in Spanish; however I have studied Spanish for the last six years.

If you are interested in a copy of the abstract for this study or a summary of the final results you can let me or their classroom teachers know. If you have any questions please feel free to contact (name of classroom teacher) or myself at (email and cell phone information).

Please return the bottom portion of this form with (name of student).

Sincerely,

Ashley Uhrig

_____

     I grant permission for Ashley Uhrig to work with my children at (name of elementary school) and use information gathered in her report.

     I am willing to meet with Ashley Uhrig for an interview.

     I do not grant permission for the researcher to conduct this project with my children at (name of elementary school).

_____
Names of Children

_____   _____
Signature   Date