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A COMPARISON STUDY OF THE STRESS LEVELS BETWEEN ENGLISH
LANGUAGE LEARNER STUDENTS AND NATIVE ENGLISH LANGUAGE
SPEAKING STUDENTS

by
Christine J. Desrochers

A Thesis

Submitted in partial fulfillment of the requirements of the Master of Science in Teaching
Degree
of
The Graduate School
at
Rowan University
6/22/04

Approved by

~~Professor~~

Date Approved June 22, 2004

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ABSTRACT

Christine J. Desrochers

A Comparison Study of the Stress Levels between English Language Learners and Native English Language Speaking Students

2004

Dr. Randall Robinson

Master In Science Of Teaching

The purpose of this study was to find whether students who are English Language Learners showed significantly higher stress levels than students who spoke English as their native language. A survey was administered to both groups to determine which group showed higher levels of stress. The total sample size was 24 students, with 12 students belonging in each respective group. An independent sample t-test was used to analyze the data. After analysis the study found that there was a significantly higher level of stress found in English Language Learners than there was in Native English Language Speaking students.

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Chapter 1

Scope of Study

Introduction

Every year more and more immigrant students enter the U.S. public school system. Numbers suggest that these students can't be viewed as minorities any longer. In many states, such as California and Texas, the majority of students are new English language learners. Unfortunately, high dropout rates among these students who are, in fact, limited English proficient are all too common (Mora, 2002). The high number of English Language Learner students (ELL students), who drop out of school suggests that our schools aren't doing enough to accommodate this ever-increasing population of students. On the bigger scale, this dropout rate is a sign of the beginning of an ongoing cycle of dropping out of school, getting low-paying jobs, and living in poverty. Schools need to play a bigger part in the solution to help this population of students improve their educational status (Pacini-Ketchabaw, Bernhard, & Freire, 2001).

According to *Lau v. Nichols* (1974), a court case argued in the Supreme Court of the United States, every student is entitled to equal educational opportunities. Schools are mandated to provide, at the very least, an equal opportunity for all children to participate in our public school system. This includes children who don't speak the English language. According to this Supreme Court case, schools must go above and beyond in order to accommodate children who speak a different language. Ideally,

schools should provide a compassionate understanding of each individual child's background, culture, language and identity.

According to research done by Mora (2002), she concluded that immigrant students are exposed to higher levels of stress than Native English Language Speaking students (NELS students). This stress stems from many different sources. Typically it comes from school and academic pressures, acculturation pressures, as well as stress stemming from prejudice as a result of being a different ethnicity. Immigrant students are typically forced into abandoning their cultures in order to fit into our society. Based on the foundations of most of our schools as they are today, they are set up as English-only environments.

Statement of the Problem

There was an abundance of research stating the facts about the underachievement of ELL students. According to Pappamihiel (2001) stress levels are an enormous part of the reason. The more limited-English proficient a child is, the more likely they are set up to fail in our school systems the way they are set up today. This research attempted to fill in the gaps and focus on the differences of stress levels between ELL students and NELS students. The researcher's objective was to explore the extent to which stress is evident among both ELL students and NELS students as a result of their exposure to the contemporary school environment.

Hypothesis

The hypothesis was that ELL students will show a significantly higher level of stress than NELS students. These stress levels were to be measured by administering the same stress survey to both ELL students and NELS students. The survey will measure

the students' relative stress levels. It is proposed that the ELL group of students are going to exhibit a higher level of stress on these surveys. This hypothesized higher level of stress found in ELL students will be attributed to the existing school environment that is set up as English-only.

Limitations

There were some limitations that may have influenced the scope and outcome of this study.

1. The sample size of 12 students in each group was too small to make any generalizations to the population size. Twelve ELL students were sampled, and 12 NELS students were sampled.
2. The sample size was restricted to students of a particular school; therefore it can not be generalized to the population of all ELL students and all NELS students outside the school.
3. Due to the nature of studying ELL students who spoke five different languages other than English, there was a language barrier between the researcher, who only spoke English, and the ELL students of the study.

Definition of Terms

In order for the reader to have the same perspective as the author of this study, the following terms have been defined:

English Language Learner students (ELL students) - A child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

Native English Language Speaking students (NELS students) - A child whose native language is the English language.

English-only environment - A classroom where the classes are taught to all students entirely in English.

Chapter 2

Review of Related Literature

Introduction

The number of ELL students who enter the U.S. school system continues to grow each year (Armas, 2003). Unfortunately, ELL students are more likely than NELS students to drop out of school (Mora, 2002). The Supreme Court of the U.S. made a decision regarding ELL students in the case of *Lau v. Nichols* (1974); the Court mandated that schools provide ELL students with equal educational opportunities as NELS students. It was hypothesized that ELL students will exhibit a significantly higher level of stress than NELS students. This hypothesized higher level of stress will be attributed to the English-only environments maintained by most schools. This study intends to determine whether or not this particular school provides an equally stress-free environment for both groups of students.

The Education of ELL Students

An important issue in our public schools today is the education of immigrant students in the U.S. This concern continues to grow in importance every year as their population continues to increase. The education of students who don't speak the English language fluently is one that policy makers continue to debate (Crawford, n.d). ELL students are at a disproportionately high risk of failing, dropping out of school, or being placed into special education classes. There are many reasons for this problem. ELL

students face many different obstacles that NELS students do not. These obstacles include: (a) a stressful enculturation process, (b) being unable to understand the quick pace of an English language class, (c) not having the proper parental support that is crucial in education, and (d) being faced with the prejudice of being an immigrant student (Shiels, 2001).

Currently, the numbers of minority students who are found in the U.S. demonstrate that they are soon to become a non-minority. According to the U.S. census, 17.5% of the population is Hispanic. In New Jersey alone there are 175 different languages spoken at home (Department of Education, 2002). Projections estimate that the population of people not born in the U.S. is approximately 1.3 million people a year (Armas, 2003).

A History of U.S. Policies on Bilingual Education

According to *Lau v. Nichols* (1974), a court case argued in the Supreme Court, all students have the right to receive the same educational opportunities. The Supreme Court ruled that students who mainly speak a language other than English are entitled to instruction above and beyond that of native-English language speakers. Waters (2001) interprets this ruling as meaning education in a students' native language is their linguistic human right. As they are today, U.S. schools focus on pushing children to speak one language. If schools would look at bilingualism as their objective instead of monolingualism, then this language difference will become a learning resource instead of a barrier.

Instead, given the way schools are structured today, they are more likely to produce students who have experienced subtractive bilingualism. Subtractive

bilingualism occurs when the learning of a second language interferes with the knowledge of the first language. This occurs in most immigrant students who are deprived of native language input. When this occurs, it also has the effect of separating immigrant students from their parents and families who only know the native language (Alanis, 2002).

Lipka (n.d.) examines five schools who have adopted the practice of using native language instruction for American Indian and Alaska Native communities. Previously, these schools enforced an assimilationist philosophy that mandated learning in only the English language. These policies separated and alienated students from their families and their cultures. Since then, there have been five select schools which adopted curriculums with native language instruction and culture embedded throughout. His research on the resulting test scores of these schools have shown that the ELL students achieve better in their academics when bilingual education programs are used in the schools. Along with an increase in their academics, they also exhibited greater amounts of cultural pride.

Current Policies on Bilingual Education

Certain policy makers and voting citizens believe that the easiest way to educate immigrant students is to mainstream them in English-only classrooms. Proponents of these English-only programs forbid teachers to use any native language instruction in the classroom. They believe that having one spoken language in our country is crucial to breaking down the language barrier and improving the economic status of this academically disadvantaged group. Proponents on this side of the argument fail to acknowledge the importance of language and culture in these minority groups and also

the types of social and academic anxiety that is an effect of this quick mainstreaming (Pappamihiel, 2001).

One type of legislation that is starting to spread is that of Proposition 227 in California. Proposition 227, which was passed in 1998, has two main points. First, all ELL students are to be placed in English-only classrooms and second, other learners are to be placed in a semi-English immersion classroom that is not to last longer than one year. This Proposition leaves few options to the students who don't speak the English language. No matter what their fluency is, they have at most one year until they are mainstreamed into an English-only room. The premise behind Proposition 227 is that the earlier and more immersed the language learners are, the greater their English language skills will improve (Mora, 2002).

By definition alone, Proposition 227 elicits a series of questions about its effectiveness. The transition period alone of less than one year is one that raises doubts that these children are adequately prepared for learning in the English language (Mora 1002). According to Eggan & Kauchak (2001), in order for children to learn basic interpersonal communication skills of a new language, it would involve over two years immersed in that language-learning environment. It isn't fathomable that children are able to learn at a proficient level in a language in which they hardly have basic communication skills.

Proponents of English immersion classes back up their policies by stating that part of the legislation calls for parents of ELL students to have a choice in what type of education they would like their children to be involved in. In California, if parents of ELL children don't want their children to be immersed in the English-only classrooms

then they have the right to maintain their bilingual education for up to one year (Porter 2003). However, according to Sheffer's research (2003), parents of immigrant children are generally unaware of the practices that occur in schools regarding bilingual education. In her bilingual kindergarten classroom experiment, she sent out questionnaires to parents of ELL students. These students were receiving a form of transitional bilingual education program where they would initially receive instruction in Spanish, and then eventually be mainstreamed to an English room. The questionnaires were returned with the message that virtually none of the parents had any knowledge of the instructional language given to their children in the schools. They were completely unaware of how much time a day was spent in native language instruction or English instruction. This suggests that parents of immigrant children are typically unaware of what is best for the child, because they are mainly uninvolved in their child's education. Lee (1999) conducted his own research of parent's perceptions of bilingual education on a larger scale. He received responses of 290 parents of children in bilingual education in the Los Angeles area. His findings were similar to Sheffer (2003) in that most parents believed they had a good idea of the linguistic education practices in the schools; however most of them didn't. Lee suggests that schools should be more proactive in informing parents about bilingual education programs before getting their ideas on what they believe is the best practice for their children.

Problems with English Immersion Programs

Another of the latest policies in bilingual education is found in Tucson, Arizona. Zehr (2003) reports that Proposition 203, which was implemented in the 2001-02 school year, mandates that all students who aren't fluent in English are to be immersed into

English-only classrooms. The push isn't to further along the education of these students, rather it is to set them up in an English-only classroom where their only options are to sink or swim. Policies such as these have begun to spread across the U.S.

Valdez (2001) interviewed several bilingual educators who have witnessed firsthand the accounts of propositions such as these. She notes that most teachers interviewed in her study agree that the ELL population of children are not reaching their potential when they are being instructed in English-only classrooms. It is imperative that schools play an important role in the education of these students by means of leveling the playing field.

This immersion of ELL children who are not proficient in English can cause a tremendous amount of trauma for the students. Pappamihel (2001) studied specifically the kind of effect this mainstreaming had on young Mexican girls. He found that while both sexes showed signs of stress after being mainstreamed, the girls of the study were more negatively affected by mainstreaming than the boys. He further added that the specific type of stress endured by these students changed once they had been put in a mainstreamed classroom. Previously, when the students were still in their native language instruction classes they were experiencing the type of stress that all students endure. This is the anxiety that most students feel due to the academic pressures that they face everyday, and ones that can have positive effects on most students. However, once they were immersed in the English-only classrooms, this stress changed into a fear of interacting with their peers in the room. Students didn't want to participate in their classroom discussions because they didn't have the command of the English language that they needed. If the children weren't prepared to speak with their fellow classmates,

then undoubtedly they were unprepared to learn academically in English. Pappamihel suggests that schools install a more accurate system to determine whether students are prepared for mainstreamed classes or not.

Benjamin Baez (2002) offers a personal account of his experiences growing up in an English-only environment. As a second grader, he was immersed in an English classroom while only being able to speak Spanish. As a child, he felt that the only way to become part of the American culture was to learn the English language. In turn this would cause him to forget his Puerto Rican heritage. Baez explains how his Spanish language was connected with his self-identity. He felt that a rejection of his Spanish language, such as one that he experienced in the public school system, was a rejection of who he was as a person. He adds this rejection caused a disconnectedness with his family and culture. Baez sees his experience as typical for all ELL students in schools today.

Escamiela and Nathenson-Mejia (2003) suggest that the best practice for multicultural classrooms is for the teachers to attempt to make connections with the children's background. The authors report on their staff development programs that encourage multicultural books to be shared during reading. Upon implementation of these programs, teachers felt an improved connectedness with their students and an overall improved classroom atmosphere.

Chapter 3

Methodology

Introduction

This study was performed to determine whether there was a significantly higher stress level in ELL students than there was in NELS students. This stress level is correlated to the English-only environment that is withheld in most U.S. schools. The researcher designed and administered a survey that measured the different stress levels among these groups.

Description of Subjects

A log of the student population at an elementary school in southern New Jersey, determined that there was only 16 out of 657 students who were classified as ELL students. It was decided to utilize all 16 of these ELL students in the study. To match the number of ELL students, there was the same number of NELS students who were selected randomly. This group of NELS students was comprised of students from various grade levels. The NELS students were chosen to closely match the group that comprised the ELL student sample size.

Procedure

After sending home the permission forms to each of the 16 ELL students' parents at the elementary school, the researcher received 12 signed permission forms back with the permission to use their child in the study (see appendices A, B, & C). This

determined that the researchers would need 12 NELS students to compose the other group. The researcher also sent home permission forms to about 25 students' parents that spoke English as their native language. The researcher sent the permission forms to more students than the researcher actually needed to participate, in case some of those students failed to bring the permission form back. There were 18 signed permission forms returned from the NELS students that came back. Since there were only 12 ELL students who agreed to partake in the study, the researcher decided to use only 12 of the 18 NELS students who agreed to participate in the study. The 12 NELS students were chosen to closely match the previously selected group of ELL students. In the ELL group there was a ratio of eight boys to four girls. The 12 NELS students were chosen so there would be an equal ratio of eight boys to four girls.

The setting of the research took place during the morning hours of our regular school day in the elementary school's ELL classroom. The researcher administered the survey to the 12 ELL students on Tuesday, April 27, 2004. The second group, the NELS students, was surveyed on Thursday, April 29, 2004. The researcher worked cooperatively with the students' respective teachers to establish appropriate times to administer the surveys. The researcher, in cooperation with the teachers, decided that early morning (9:00 AM) would be the most appropriate time to administer both groups of surveys on their respective days.

The first step of the study was to send permission forms to all parents of the children that were going to be participating in the study at the elementary school. This letter informed the parents that their child was selected to take part in a survey that measured stress levels that related to their school experiences. A permission form

accompanied this letter. The letter contained the special accommodation of being written in Wu, Spanish, and English (see appendices A, B, & C). The letters were explained to the students, so that they could explain the purpose of the letter to their parents. The goal of the researcher was to not lose any important information in translation. This same letter was sent in English to the parents of a randomly selected group of students who are NELS students. The same permission form accompanied this letter as well. Once all of the permission forms had been returned to school the research aspect of this project began.

Students had ample time and a comfortable classroom setting to complete the surveys under the supervision of the researcher. The researcher was present during the administration of the surveys during both the ELL and the NELS group administration. The ELL teacher at the school was present when the researcher administered the survey to the group of ELL students.

Description of Instrument

The researcher created a survey that was suitable for elementary school-aged children of all ages, and it was distributed to all of the children in the school who had been selected and whom agreed to take part in the research (see appendix D). The survey consisted of 20 statements in which the students agreed, disagreed or chose not to answer each one. The survey was developed on a 1st grade reading level. This was done to ensure that all students, who ranged in grade levels from 1st to 4th grade, would be able to read and understand the survey. The statements on the survey were meant to determine how comfortable the students were in their current school environment. The survey was graded on a scale of 0-40. A grade of 0 implied that that student felt virtually stress free

while working in the school environment. A grade of 40 represented the maximum amount of stress that a student could have received on this particular survey.

Chapter 4

Analysis of Findings

Introduction

ELL students have been found to exhibit higher stress levels as a result of going to school in an English-only environment as opposed to NELS students in the same environment (Pappamihel, 2001). The purpose of this study was to qualitatively measure the difference in stress levels between ELL students and NELS students. The researcher used a stress survey to determine which group was under the most stress. It was hypothesized that the surveys would indicate that ELL students show signs of higher stress levels than NELS students.

Analysis of Data

There were two different sets of data from this research. One set of data was the ELL students' scores on the stress survey. The other set of data was the NELS students and their scores on the stress survey. The purpose of the study was to compare the two different groups. The scores of each respective group were analyzed using an independent sample t-test to determine if the differences in their scores were statistically significant. The range of possible scores for all students was 0-40. A score of 0 would imply a virtually stress free existence at school. A score of 15 or higher would signify a more stressful experience at school. The higher the students' scores, implied the higher the stress levels as a result of the school environment.

Table 1 represents the stress survey scores for all 24 students who participated in the study. There is list of all 12 ELL students' scores, and a list of all NELS students' scores. A score of 15 or higher would indicate a high level of stress. The higher the score on the stress survey indicates a greater level of stress. A score of 15 and lower would indicate a normal level of stress.

table 1

Stress Survey Scores for ELL Students and NELS students

<u>ELL Students</u>	<u>Native English Language Speaking students</u>
6	6
10	9
12	22
29	15
14	23
16	6
22	2
24	2
8	0
22	4
10	2
10	1

The mean score for the ELL Students was 15.25. While the mean score for the NELS students was 7.67. The difference in stress scores was found to be statistically significant with $p = .025$.

table 2

Group Statistics

	Sample Size	Mean	Standard Deviation	Significance (two-tailed)
ELL students	12	15.25	7.33	.025
Native English Language Speaking Students	12	7.67	8.06	.025

Chapter 5

Summary, Conclusions and Recommendations

Introduction

The number of immigrant students who enter the U.S. public school system continues to increase every year. There is a disproportionate amount of immigrant students who dropout of school (Mora, 2002). One possible reason for this is the fact that most immigrant students are not proficient with speaking the English language, otherwise earning them the classification of ELL students. The failure of these students implies that schools need to do more to accommodate the number of students who don't speak English proficiently. Since schools maintain their English-only environments it creates a stressful situation for the vast number of ELL students.

Summary of Problem

As a result of being in an English-only school environment, ELL students have historically been shown to exhibit more signs of stress than do NELS students (Pappamihiel 2001). This higher stress level perpetuates an on-going cycle of NELS students eventually dropping out of school, and oftentimes working in low-paying jobs (Mora 2002). ELL students are dropping out at a higher rate than NELS students which implies that schools are not providing the appropriate accommodations to provide all students with equal educational opportunities.

Summary of Hypothesis

The researcher hypothesized that a group of ELL students would score significantly higher on a stress survey than a group of NELS students. It was hypothesized that exposure to the nature of an English-only school environment would be the cause of this higher level of stress.

Summary of Procedure

The study began with permission forms being sent to home to all 16 of the ELL students' parents at the elementary school. The permission forms were translated into the respective languages that were the student's original native language. There were 12 permission forms that were received back from the ELL students. At this point 25 permission forms were sent to NELS students to comprise the other group. The researcher received 18 of these NELS students' forms back. To closely match the characteristics of the previously selected group of 12 ELL students, the researcher whittled the group of 18 NELS students down to 12. This allowed for both groups to resemble similar characteristics such as gender and grade level.

The researcher then administered the stress surveys to each of the two groups. The ELL students were the first group to complete the study, and on the following day the group of NELS students completed the survey. After all 24 students completed the surveys, they were collected, scored and the data was analyzed.

Summary of Findings

The data analysis showed that ELL students scored a significantly higher level of stress than the NELS students scored. These higher scores on the stress survey implied that ELL students are less comfortable in their school environment than NELS students

are. This higher level of stress found in ELL students might be attributed to the English-only environment maintained by the schools. The results of the data analysis were statistically significant; therefore this higher level of stress could not have appeared by a "matter of chance."

Conclusions

The hypothesis of this study was accepted, in that ELL students had higher stress level scores on the survey than did the NELS students. These results were found to be statistically significant. The study indicated that ELL students do exhibit more signs of stress than NELS students.

Implications and Recommendations

Due to the many limitations of this study, which included mainly the low sample size of ELL students, it would be difficult to generalize the results of this small sample to the population of ELL students as a whole. However, this study did have implications that both teachers and administration should take into consideration. If it was shown that the ELL students of this particular school, showed a higher level of stress than did the NELS students, then certain solutions should be implemented in this school to help ease the stress of the ELL students.

The most important step that schools can take to accommodate this group of ELL students is to train teachers how to effectively educate ELL students in their English-only classrooms. It is the recommendation of the researcher that schools provide adequate training and materials to teachers who have ELL students in their classrooms. ELL students have different characteristics and respond to different methods of teaching than do NELS students. Teachers should be trained to effectively instruct these students in

light of the fact that they are ELL students. If teachers are properly trained in the area of teaching ELL students, than the researcher believes that they will inevitably be more effective in teaching ELL students.

Teachers can facilitate a better learning environment for ELL students by maintaining a more stress-free environment for them. Teachers should be trained to prepare for the multicultural classroom. The mere environment of an English-only classroom may produce levels of stress in ELL students based only on the fact that English is not the language that they natively learned. Teacher should make comparisons between ELL students and NELS students, and find a common ground between cultures before any education can begin.

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Appendix A

Permission Letter Written in English Sent to Parents

March 4, 2004

Dear Parents,

Hello! My name is Christine Desrochers, and I am currently student teaching at Holly Glen Elementary School in Mrs. Shockley's 3rd grade. I am also developing my thesis project as part of the Master's degree program that I am completing at Rowan University. As part of my thesis project, I am very interested in understanding more about the ELL (English Language Learners) program here at school.

I am currently conducting a survey to determine the effects that the school environment has between children who are English Language Learners and children who speak English as their native language.

To this end, I am asking your agreement to allow your child to complete this survey here at school. If you could please sign and return this permission form to school with your child it would be great! I can be found in Room 25 at Holly Glen (Mrs. Shockley's room).

I appreciate your cooperation with this project. If you have any questions or concerns please feel free to contact me here at Holly Glen (856) 728-8706. Together we can make our school the best possible place for our children to learn!

Sincerely,

Christine Desrochers

I agree to allow my child _____, to participate in this survey study at Holly Glen.

X _____ (signature)

_____ (printed name)

Appendix B

Permission Letter Written in Spanish Sent to Parents

Marzo 4, 2004

Estimados Padres de familia,

Hola! Mi nombre es Christine Desrochers y yo corrientemente soy una estudiante instruyendo en Holly Glen Elementary School en el 3 er grado de el salon de Mrs. Shockley. Yo estoy tambien desarrollando mi proyecto de tesis como parte de mi Maestria que estoy completando en Rowan University. Como parte de mi proyecto de tesis yo estoy muy interesada en el entendimiento acerca de ELL (English Language Learners) en este caso el programa de aprendizes del idioma ingles que estu aqui en esta escuela.

Corrientemente yo estoy conduciendo un examen para determinar los efectos que hay en el ambiente de la escuela entre los ninos que son aprendizes del idioma Ingles (ELL) y los ninos que hablan Ingles como su lengua nativa.

Para finalizar, yo estoy solicitando con su permiso que permita que su hijo (a) me ayuden a completar este examen aqui en esta escuela. Si usted pudiera firmar y regresar esta formulario a la escuela con su hijo (a) seria muy grandioso de su parte. Usted me puede encontrar en el salon de Mrs. Shockley numero 25 en Holly Glen.

Yo aprecio su cooperacion con este proyecto. Si usted tiene alguna pregunta o comentario por favor sientase libre de contactarme en Holly Glen (856) 728-8726. Juntos podremos hacer que nuestra escuela sea el mejor lugar para que nuestros hijos puedan aprender.

Sinceramente,

Christine Desrochers

Yo estoy de acuerdo y permito que mi hijo (a), _____,
para que participe en este examenn en Holly Glen.

X _____ (firma)

_____ (nombre en letras)

Appendix C

Permission Letter Written in Chinese Sent to Parents

三月四日二〇〇四年

親愛的家長，

你們好！我叫克莉絲汀·迪絲羅切斯。我在荷力格蘭小學三年級老師夏克莉女士班上學習教學。我已在羅文大學修碩士學位。正如我的碩士論文所討論的，我對了解學校對“英文非母語”的教學很感興趣。

我現在正在做一項調查——學校環境對英語非母語的學生和英語為母語的學生的影響。

我請求你們允許你們的孩子在學校填寫這份調查表，並請你們簽名後送回這張同意書，由你們的小孩交給我即可。我今在學校的25號房，即夏克莉女士的房間。

很感謝你們的幫忙。如有任何問題，請與我聯絡，我在學校的電話是(856)928-8706。讓我們一起使我們的學校成為你們孩子最好的學習場所。

克莉絲汀·迪絲羅切斯 敬上

我同意我的小孩 _____ 參加荷力格蘭
小學的意見調查。 (學生姓名)

家長簽名: _____

家長姓名: _____

Appendix D

Surveys Administered to Students

Name _____

Directions: Fill in one circle (☺☹☹) for each question with the answer that you agree with. You don't have to answer any question that you are not comfortable with.

☺ = Agree

☹ = Neither agree nor disagree

☹ = Disagree

Example: Blue is my favorite color.

☺ Agree ☹ Neither ☹ Disagree

1. It frustrates me when I don't understand my teacher.

☺ Agree ☹ Neither ☹ Disagree

2. I keep thinking that other students are better at English than I am.

☺ Agree ☹ Neither ☹ Disagree

3. I am usually calm when taking tests in English.

☺ Agree ☹ Neither ☹ Disagree

4. Sometimes I get nervous speaking English with other classmates.

☺ Agree ☹ Neither ☹ Disagree

5. I feel more confident in an ELL classroom.

☺ Agree ☹ Neither ☹ Disagree

6. I am afraid that other students will laugh at me when I speak English.

☺ Agree ☹ Neither ☹ Disagree

7. English class moves so quickly I am afraid I can't keep up.

☺ Agree ☹ Neither ☹ Disagree

8. I worry about making mistakes in an English language classroom.

☺ Agree ☹ Neither ☹ Disagree

9. I get upset when I don't understand what the teacher is saying.

☺ Agree ☹ Neither ☹ Disagree

10. I am comfortable speaking the English language.
 Agree Neither Disagree
11. School is a fun place to be.
 Agree Neither Disagree
12. English is the language that I am most comfortable with.
 Agree Neither Disagree
13. I am usually calm in school.
 Agree Neither Disagree
14. I get nervous before taking tests.
 Agree Neither Disagree
15. I am more comfortable speaking a different language than English.
 Agree Neither Disagree
16. I can usually understand what the teacher is asking of me.
 Agree Neither Disagree
17. I enjoy coming to school everyday.
 Agree Neither Disagree
18. My teachers speak too fast for me to understand.
 Agree Neither Disagree
19. I am afraid to ask questions if I don't understand something.
 Agree Neither Disagree
20. I would be more comfortable in school if it were taught in my native language.
 Agree Neither Disagree