

**A COMPARISON OF THE EFFECTS OF INCLUSION VERSUS PULLOUT  
MODELS ON THE ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS**

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A COMPARISON OF THE EFFECTS OF INCLUSION VERSUS PULLOUT  
MODELS ON THE ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

A Field Study

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Graduate and Research Council of

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Wanda T. Purcell

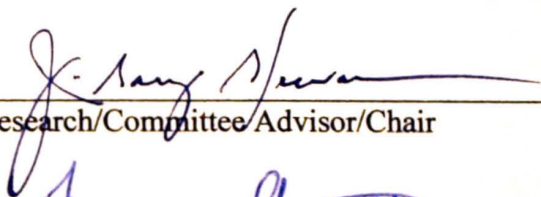
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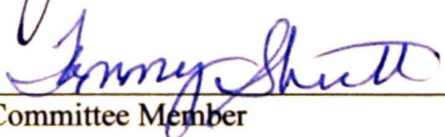
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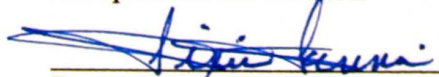
We are submitting a field study written by Wanda T. Purcell entitled "A Comparison of the Effects of Inclusion Versus Pullout Models on the Achievement of English Language Learners." We have examined the final copy of this Field Study for form and content. We recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist.

  
Research/Committee Advisor/Chair

  
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## DEDICATION

This field study is dedicated to my family and dearest friend, Sylvia Thompson. To my mother, Ruby L. Hickman, who has encouraged me to pursue my educational goals and prayed for me many sleepless nights as I completed education requirements; to my husband, Allan L. Purcell Sr. who has always been my rock, a source of strength, and provided endless support throughout our twenty years of marriage, and my children, Allan L. Purcell Jr. and Allana J. Purcell, for being understanding and supportive when I was unavailable to provide dinner or participate in family activities; to my sister, Erica Ausborn, and my brothers, Ronnie Hickman and Jerry Wyman who have inspired and supported me; and also, Sylvia Thompson, who has provided continual guidance, encouragement, and academic support throughout this endeavor I hereby dedicate this Field Study.

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## ABSTRACT

WANDA THERESA PURCELL. A Comparison of the Effects of Inclusion Versus Pullout Models on the Achievement of English Language Learners.

This study analyzed and evaluated the Benchmark and TCAP Normal Curve Equivalent scores of 99 non-English speaking students in grades three through five in twelve elementary schools, located in a Middle Tennessee Metropolitan School District. The purpose of this study will be to determine which instructional model, Inclusion versus Pullout, was most effective in helping to increase student achievement. A *t*-test was used to analyze data for statistically significant differences between group means. The study was conducted to test four null hypotheses at the .05 level of confidence. Analyses were intended to determine whether the Inclusion model or the Pullout model can be beneficial in aiding student growth in language arts and math benchmark and TCAP scores.

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## CHAPTER I

### Introduction

According to Salomone (2007), the *Bilingual Education Act* of 1968 was originally designed to “address academic failure and high dropout rates among Spanish-speaking students, and it was extended to other groups largely to avoid a legal challenge” (p. 1). According to Wrightslaw (2002), Title III of the *No Child Left Behind Act* of 2001 replaced the *Bilingual Education Act* enacted by Congress in 1968. Through the years, it became apparent that the goal of the federal government was to develop English language skills and not bilingual proficiency. Wrightslaw (2002) maintained that on January 8, 2002, President George W. Bush signed the *No Child Left Behind Act* of 2001 into law. Salomone (2007) stated that the purpose of the No-Child Left Behind law was to:

Revamp the federal government role in education by holding states and school districts accountable to improve student achievement as measured by standardized tests. The Title III of the *No Child Left Behind Act* of 2001 effectively dismantled the Bilingual Education Act. From its new title, the English Language Acquisition Act, it shifted the federal goal from enhancing equal educational opportunity, to closing the academic achievement gap. (p. 1)

Salomone (2007) also made special note that Title III neither mandates nor precludes the use of any particular teaching approach. It merely provides funds so that programs may make instructional use of English and of the child's native language to develop English proficiency.



According to Lewis-Moreno (2007), there are “Ever-increasing numbers of English-Language Learners (ELL) that arrive at the doors of U.S. public schools each year. They present a myriad of challenges for the educators who must serve their needs” (p. 1). Cheung and Slavin (2005) contended, “While many children of immigrant families succeed in reading, too many do not. Therefore, reading education of English Language Learners, has become one of the most important issues in all of educational policy and practice” (p. 7). According to Goldenberg (2008), there are numerous areas where there is insufficient research to guide policy and practice for non-English speaking students.

The American Federation of Teachers (AFT) (2002) noted there have been differences in opinions over how to educate ELL students for as long as U.S. schools have been tasked to educate non-English-speaking students. A debate sparked by AFT (2002) indicated “As the number of U.S. students with limited English proficiency has grown to approximately 4.21 million today, so too have the arguments over the most appropriate methods for educating students” (p. 2). Cheung and Slavin (2005) pointed out that:

There is considerable controversy, among both policy-makers and researchers, about how best to ensure the reading success of English Language Learners. One question has dominated all others: What is the appropriate role of the native language in the instruction of English Learners? (p. 7)

The American Federation of Teachers (2002) also pointed out the significance of the Lau versus Nichols landmark case:

Lau vs. Nichols, held in the Supreme Court, was instrumental in framing current debates about students being taught only in English, which violated their civil

rights. The U. S. Supreme Court ruled in Kenny Lau's favor, indicating that denying him his rights was the same as denying him an education. (p. 3)

The AFT (2002) warned stakeholders that, "Too many immigrant students being taught in their native languages may cause a threat to political cohesion and social order" (p. 2). Black (2005) indicated that school programs that used English only and eliminated the use of native language during instruction often decreased student achievement. Garcia, Kleifgen, and Falchi (2008) suggested that English Language Learners would have difficulty with linguistic transfer if they were not literate in their first language. Black (2005) suggested that English Language Learners who used their native languages as well as English were more likely to become proficient in English and have increased academic achievement. Goldenberg (2008) assented with Black (2005) that "teaching children to read in their primary language promoted reading achievement in English" (p. 17). The Urban Institute Policy Brief (UIPB) (2007) findings revealed that:

Implementation of the No Child Left Behind (NCLB) in high-limited English proficient (LEP) schools has resulted in some problems for ELL students' education; however, the net effect of the law has been positive because it has raised the bar for ELL student achievement. (p. 1)

The UIPB (2007) credited "the *No Child Left Behind Act* of 2001 for putting English Language Learners on the map and recognized NCLB for increasing accountability of states, districts, and schools for the educational success of ELL students" (p. 7).

### *Importance of the Problem*

According to Lesaux (2006), "The English Language Learner (ELL) population is one of the fastest growing populations in today's classrooms" (p. 26). Lesaux (2006) also



suggested that the attention placed on the vast population of students that learn English as a Second Language is a call to action for assisting these ESL students. Lesaux (2006) continued by suggesting that far too many non-English-speaking students were unable to speak and read English proficiently. The American Educational Research Association (2004) noted that, “most English Language Learners lag well behind classmates in the oral language skills necessary for success in reading and higher academic achievement” (p. 2).

According to Lewis-Moreno (2007), the programs and methods used to teach non-English speaking students have come under attack by the American Educational Research Association. Lewis-Moreno maintained that “Educators are faced with several challenges: (a) to find best practice strategies; (b) provide high quality education; (c) determine a rate of realistic academic achievement; and (d) boost academic achievement for non-English-speaking students” (p. 773). The National Center for Learning Disabilities (2004) encouraged educators to provide adequate time to teach ELL students and provide opportunities for them to practice and develop oral language and English writing skills. Making adequate time to teach is imperative for ELL students to attain these skills, which will allow them to experience academic and social success.

### *Statement of the Problem*

Barron and Sanchez (2007) concluded that, “several states’ educational systems were not meeting the needs of students of color, the poor, or English Language Learners” (p. 1). English Language Learners must meet the same state and federal standards, mandated by the *No Child Left Behind Act* of 2001, as all other students. Currently, the American Federation of Teachers (AFT) (2006) contended that there were not enough



effective instructional methods or programs to teach English proficiently to ELL students, thereby causing an increase in the dropout rate. According to the National Center for Education Statistics (2003), the number of dropouts for Hispanics was twice as many as for Caucasians and African-Americans combined. Classroom teachers must examine the challenges that non-English speaking students face as they learn English. Educators understand the urgency to implement teaching methods and strategies needed to foster high quality education and decrease the dropout rate for this rapidly growing population. Black (2005) posed the question, “Will English Language Learners’ English remain rudimentary, increasing the chance that they’ll languish at the bottom of their class and dropout” (p. 2)?

Barron and Sanchez (2007) used English Language Learners to illustrate “glaring inequities when they were denied access to the type of aligned and valid assessments that accelerate and sustain achievement” (p. 9). Barron and Sanchez (2007) also stated that “it was difficult for ELL students to demonstrate what they knew and to earn a high school diploma because the required high stake tests were offered only in English” (p. 10).

### *Purpose of the Study*

The purpose of this study was to determine whether there was a statistically significant difference in the achievement of English Language Learners (ELL) in an Inclusion Model versus English Language Learners (ELL) in the Pullout Model in 12 elementary schools located in a Middle Tennessee Metropolitan School District. Research on the functions of each model and the impact of academic achievement was presented, analyzed, and compared to determine which model, inclusion versus pullout,

provided a statistically significant difference in TCAP achievement and Benchmark assessments.

### *Significance of the Study*

The study was used to determine whether English Language Learners learn best in an inclusion model versus a pullout model based on the comparison and analysis of their achievement scores from the previous year in Language Arts and Math with their scores in Language Arts and Math at the end of the school year. According to the Middle Tennessee Metropolitan School District, school administrators selected the best model suited for the ELL students after collaboration with teachers. Results of the study assisted educators in making program decisions for addressing ELL students' educational needs.

### *Research Questions*

1. Was there a statistically significant difference in Tennessee Comprehensive Assessment Program (TCAP) Language Arts Normal Curve Equivalent (NCE) scores for ELL students served through an inclusion program versus the TCAP Language Arts NCE scores for ELL students served through a pullout program?
2. Was there a statistically significant difference in TCAP Math NCE scores for ELL students served through an inclusion program versus the TCAP Math NCE scores for ELL students served through a pullout program?
3. Was there a statistically significant difference in Benchmark Language Arts scores for ELL students served through an inclusion program versus the Benchmark Language Arts scores for ELL students served through a pullout program?



4. Was there a statistically significant difference in Benchmark Math scores for ELL students served through an inclusion program versus the Benchmark Math scores for ELL students served through a pullout program?

### *Hypotheses*

1. There was no statistically significant difference in TCAP Language Arts NCE scores for ELL students served through an inclusion program versus the TCAP Language Arts NCE scores for ELL students served through a pullout program.
2. There was no statistically significant difference in TCAP Math NCE scores for ELL students served through an inclusion program versus the TCAP Math NCE scores for ELL students served through a pullout program.
3. There was no statistically significant difference in Benchmark Language Arts scores for ELL students served through an inclusion program versus the Benchmark Language Arts scores for ELL students served through a pullout program.
4. There was no statistically significant difference in Benchmark Math scores for ELL students served through an inclusion program versus the Benchmark Math scores for ELL students served through a pullout program.

### *Limitations*

A limitation of the study was that information regarding English Language Learners' (ELL) level of performance and academic achievement was limited to the selected school system.

Another limitation noted that the study was limited to two models, Inclusion and Pullout.



A further limitation was the sample size prevented generalization of findings to schools that do not have the same or similar demographics as the schools used for this study.

### *Assumptions*

This study assumed that the data from the District archives were valid. Another assumption was that the Normal Curve Equivalent (NCE) scores reported on TCAP and Benchmark scores were accurate. Finally, it was assumed that achievement as determined by Benchmark and TCAP Normal Curve Equivalent scores represent accurate measurements of ELL students' achievement and are reliable indicators of ELL students' progress.

### *Definitions of Terms*

*Language Proficiency* – Degree or level of competency and knowledge in the use of the English language, including speaking and writing skills.

*English Language Learners (ELL)* – Novice learners who are non-English speakers and are developing proficiency in English.

*Achievement* – The realization of attainment, through the accomplishment of performance standards that will bring about a successful outcome.

*Model* – The principles and methods of instruction, which uses the process of techniques and routines to establish steps or procedures.

*Pullout* – Students are taken out of their regular classrooms for an allotted amount of time per day or week for instructional purposes in an alternative learning setting.

*Inclusion* – Students are included in the least restricted environment, usually referring to the mainstream classroom with regular education learners.

*Benchmark* – a formal assessment administered quarterly to measure student performance for state achievement standards.

*TCAP* – Tennessee Comprehensive Assessment Program is a state mandated multiple-choice timed test given annually to students in grades, three through eight. This achievement test measures skill in language arts, math, science, and social studies.

*Normal Curve Equivalent (NCE)* – is a norm-referenced score that is similar to percentile rank, but is based on an equal interval scale. NCE scores range from 1 to 99 and are mostly used for research.

that ELL students become proficient in the English language. State and federal policies that were implemented for bilingual education have sparked political and educational debates among the stakeholders. Lewis-Moreno (2007) argued that the success of ELL students demands a shared responsibility from all stakeholders. According to the American Federation of Teachers (2002), each school district was responsible for developing and implementing programs for ELL students based on personnel and funding. The Northwest Regional Educational Laboratory (2003) stated that, “It was the district’s responsibility to ensure teachers obtain the knowledge of theories, principles, programs, and strategies to teach ELL students’ English language skills during the proper duration of classroom instruction” (p. 1).

The North Dakota Department of Public Instruction (2007) attempted to answer the question, “How long does it take for a student to become English proficient”? The North Dakota Department of Public Instruction (2007) suggested:

There is little consensus on what it means to be English proficient, which makes it difficult for researchers to determine how much time ELL students need to learn English. However, current estimates find that, on average, ELL students take between four and seven years to become proficient in academic English-the language needed to succeed in the classroom. (p. 5)

Curtin (2005, summer) stated that “the issue that remains a source of debate is the duration and length of sheltered ELL classroom instruction allocated for ELL students versus the time required to become proficient in English” (p. 36). Nguyen (2007, fall) concurred with Curtin (2005, summer) that higher second-language competency skills could take anywhere from five to eight years to develop. Curtin (2005, summer) stated



that, “Three years was not a realistic amount of time for all ELL students to acquire a second-language while concurrently meeting grade level competencies” (p. 1). Nguyen (2007, fall) conducted a survey, which yielded results that were consistent with the findings of Cummins (1996). Nguyen (2007) found that “it takes three to five years to develop oral proficiency and four to seven years for academic proficiency” (p. 25). Current research identified several other reasons ELL students are not proficient in English. In addition to teachers having inadequate time to address the academic needs of English Language Learners, Cobb (2004), along with Gandara, Driscoll, and Maxwell-Jolly (2005), proposed that the reasons that English Language Learners were not being successful are: “(a) variability in English Language Learners academic and English needs; (b) lack of appropriate tools and materials; (c) lack of adequate support from school districts; and (d) state and federal policy-makers” (Gandara et al., 2005, p. 13).

Cobb (2004) examined challenges regarding variability in English Language Learners’ academic and English needs previously identified by Gandara et al. (2005). While it can be argued that variance exists within any subgroup of learners, Cobb (2004) highlighted specific issues related to adequate yearly progress (AYP) and ELL students that warrant attention. There is constant variance in the ELL subgroup populations since students continuously transition out of ELL programs as they achieve English language proficiency. Cobb (2004) stated that:

Although ELL students are classified as a single subgroup, there are differing characteristics of students within this group that poses specific instructional issues and challenges with regards to AYP. Mercuri, Freeman, and Freeman (2002) identified some of the differing characteristics by classifying ELL students in

three groups: newly arrived with adequate schooling, newly arrived with limited formal schooling, and long-term English learners. (p. 2)

Gandara et al. (2005) and Cobb (2004) agreed that the classification criteria for ELL students could differ within states and across districts. Cobb (2004) also indicated that the inconsistencies in classification criteria might compromise the accuracy of adequate yearly progress for ELL students.

Gandara et al. (2005) also examined a lack of appropriate tools and materials, which presented a great challenge for teachers. According to Gandara et al. (2005), tools and materials were cited as one of the most common challenges related to teachers' concerns about testing. From the research, Gandara et al. (2005) noted that, "teachers complained that textbooks were not written in a way that made the material accessible to ELL students" (p.13). The same textbooks were used for both English speaking and ELL students although the ELL students could not understand the text. There is also a concern for more high-interest and varied English language development materials. Gandara et al. (2005) stated that:

The state testing used instruments that cannot adequately assess academic achievement for the English Language Learner. English Language Learners are tested whether they understand the language of the test or not. It is often impossible to know if students' low scores are due to language barriers or to a lack of academic skills. (p. 13)

According to Cobb (2004), schools and districts must meet state-determined criteria for academic progress for all students as well as subgroups of students by ethnicity, English proficiency, income-level, and special education as outlined in the *No*



*Child Left Behind Act* of 2001. According to Wrightslaw (2002), the *No Child Left Behind Act* of 2001 has been implemented to ensure adequate yearly progress for all students. Additionally, Cobb (2004) suggested that this places a new focus and level of accountability on academic achievement for English Language Learners.

The districts' goals, highlighted by Cobb (2004), indicated that the "district and school improvement plans were developed to both monitor and ensure that all students have the opportunity to learn and receive the education they deserve" (p. 1). Gandara et al. (2005) argued that there was a lack of adequate support from school districts and State and federal policy-makers to ensure English Language Learners develop English language skills.

According to Wrightslaw (2002), Under Title III of the *No Child Left Behind Act* of 2001, state and federal policy-makers are responsible for making policies and promoting best practices for meeting the needs of English Language Learners. Other functions of the state and federal policy-makers include providing funds and grant programs that help children develop high content standards and proficiency in English. Wrightslaw (2002) maintains that the *No Child Left Behind Act* of 2001 is responsible for increasing accountability to ensure that districts and schools implement programs that provide opportunities for disadvantaged students. Resources are targeted with the intent to narrow the achievement gap between disadvantaged students and their peers. Wrightslaw (2002) argues that the *No Child Left Behind Act* of 2001 addresses educational programs, educators' professional development, and the promotion of parental involvement. State and federal policy-makers are to ensure that ELL students have access to a quality public education equal to their non-disadvantaged peers.



Barron and Sanchez (2007) emphasized the use of educational policies and practices that would provide for the preparation of English Language Learners to meet standards and become successful in and beyond school. According to the American Educational Research Association (AERA) (2004), policy-makers should provide the following to improve English learners proficiency: “(a) grant English learners, extra time and instruction in literacy either through longer school days or extended years; (b) assign the best teachers to teach ELL students; and (c) use proven teaching strategies” (p. 4).

Cobb (2004) stated that, “having adequate time to teach ELL students all of the required subject matter, including English language development, presents a teaching challenge for elementary teachers” (p. 11). According to Cobb (2004), “more than 20% of elementary school teachers rated insufficient time as a significant challenge, making it the second most commonly cited challenge for K-6 teachers” (p. 11). Barron and Sanchez (2007) believed teachers who were granted additional time to observe, collaborate with others, and learn the fundamentals of their students’ first language would be better equipped to teach ELL students.

The North Dakota Department of Public Instruction (NDDPI) (2007) posed two controversial questions regarding teacher quality: “How do you define a good teacher?” and “How much impact on student performance can we expect from teachers” (p. 8)? The North Dakota Department of Public Instruction (NDDPI) (2007) also pointed out that key teacher quality provisions of the *No Child Left Behind Act* of 2001 “underscored the importance of what teachers knew and could do to impact student learning, as well as recruiting, preparing, and retaining good teachers” (p. 8). Additionally, the North Dakota Department of Public Instruction (NDDPI) (2007) noted that achieving this goal was

proving to be a challenge for states and districts. A teacher survey identified by Barron and Sanchez (2007) suggested that effective teachers should have more opportunities for professional development targeted at working more effectively with English Language Learners. Adequate time and instructional resources also accelerate teachers' ability to teach English Language Learners in public schools. Barron and Sanchez (2007) stated that, "the teachers surveyed also said their efforts to teach English Language Learners were complicated by their struggle to effectively communicate with the parents and families of ELL students" (p. 8). Cobb (2004) identified several research-based strategies used by teachers to address English Language Learners' academic and English needs. Cobb (2004) noted that these strategies were:

Think-alouds, which enabled teachers to make their thinking public and model for students what secure readers did as they read. Another strategy would be to stop at various points during the instruction to illustrate how he or she was using one of the metacognitive strategies. Applying background knowledge, visualizing, clarifying, or questioning what had been read were additional strategies that have been proven effective. (p. 8)

The research, examined by American Federation of Teachers (2002), indicated that non-English speaking students performed below grade-level in reading, which resulted in higher dropout rates. The statistical data from the National Center for Education Statistics (NCES) (2003) indicated twice as many Hispanic students dropped out of school when compared to African-American and Caucasian students. The high dropout rate, according to the National Center for Education Statistics (NCES) (2003), was attributed to English Language Learners being unprepared because they were placed



in English only instruction before they were ready. Research findings, according to the American Federation of Teachers (2006), stated that “it takes up to seven years for English Language Learners (ELL) to become proficient with a new language and often requires more than four years to graduate high school” (p. 5).

Current research seemed to suggest that there is not a best way to educate English Language Learners. Goldenberg (2008) stated that “schools have adopted a wide variety of models for educating English Language Learners” (p. 15). The North Dakota Department of Public Instruction (NDDPI) (2007) identified “four choices for instructional delivery models: (a) pullout, (b) in-class, (c) extended day, or (d) extended year – summer program” (p. 1). The Pullout Model, described by the North Dakota Department of Public Instruction (2007), “provided a special environment for students to have individualized instruction and attention” (p. 7). The North Dakota Department of Public Instruction (2007) also noted that “Title teachers were allowed to use individual teacher styles and philosophies” (p. 7). Frequently, students have access to a variety of resources to enhance learning. The In-Class Model, identified by the North Dakota Department of Public Instruction (2007), “can work unobtrusively with students when teachers are familiar with the model as described in Title I documents” (p. 3). According to the North Dakota Department of Public Instruction (2007), “Title I teachers better understand ELL students when observing them in a classroom setting” (p. 7). The North Dakota Department of Public Instruction (2007) credited the Extended Day Model, which included after school programs that have been proven through research, in helping to improve English Language Learners’ academic performance. The Extended Year–Summer Programs Model identified by the North Dakota Department of Public

Instruction (2007) “included summer programs that also contributed to raising academic performance” (p. 1). The North Dakota Department of Public Instruction (2007) also suggested that the “Summer school programs could be very beneficial in helping ELL students to retain knowledge over the summer break” (p. 1).

### *Inclusion Models versus Pullout Models of Instruction*

The Instructional Models of Service Delivery in Title I highlight the advantages and disadvantages for the Inclusion Model and the Pullout Model for the instruction of English Language Learners. According to the American Federation of Teachers (2006), Inclusion Models offered English Language Learners integration within general classrooms where teachers provided a range of learning activities and strategies to assist in the acquisition of proficient language and communication skills. Lane (2007) noted that the Pullout Models provided for small group and individualized instruction learner to practice and learn in a meaningful and supportive environment.

### *Advantages and Disadvantages of the Inclusion Model*

The North Dakota Department of Public Instruction (2007) identified several advantages for using the Inclusion Model. One advantage for the inclusion, as noted by the North Dakota Department of Public Instruction (2007), was that the Inclusion Model promoted efficient and effective ways to address language goals in the least restricted environment and eliminates the need for carryover. According to North Dakota Department of Public Instruction (2007), the Inclusion Model offered early intervention that would prevent academic deficiencies. A second advantage of the Inclusion Model, as suggested by the NDDPI (2007), involved the appropriateness of the classroom content that would be used to address goals and objectives. Therefore, teachers should be



provided with the knowledge and strategies for language development. Another advantage that the North Dakota Department of Public Instruction (2007) noted was that the Inclusion Model allowed English Language Learners to learn in a meaningful and natural manner.

The North Dakota Department of Public Instruction (2007) also identified three disadvantages for using the Inclusion Model. The NDDPI (2007) noted that a larger student ratio would accompany the use of the Inclusion Model. English Language Learners would be thrust into a classroom with numbers exceeding the ratios normally assigned to Pullout Models. The NDDPI (2007) also maintained that a greater need for increased cooperation between and from classroom teachers would exist when a school decided to implement an Inclusion Model for English Language Learners. Finally, the NDDPI (2007) suggested that Inclusion Models do not allow sufficient interaction time between the English Language Learners and the teacher. Additionally, NDDPI (2007) noted that collaboration between the English Language Learner Specialist and the regular classroom teacher often ceases to exist or never existed. This lack of cooperation and interaction suggests a negative learning arrangement for English Language Learners if not addressed and corrected.

#### *Advantages and Disadvantages of the Pullout Model*

According to Lane (2007), the Pullout Model is designed for students having difficulty within and outside of the classroom. Lane (2007) stated that, with the Pullout Model of instruction, “Students receive anywhere from 90 minutes to 225 minutes of instruction 3-5 days per week” (p. 1). Additionally, Lane (2007) noted that Pullout

Models use programs and strategies previously used only for teaching in special education classes.

Research included from Lane (2007) identified several advantages using the Pullout Model. According to Lane (2007), the Pullout Model allowed for a smaller student ratio, which allowed one-on-one instruction, access to computers, and small group instruction. The North Dakota Department of Public Instruction (2007) indicated that the English Language Learner Specialist would have the ability to drill on particular skills during small group instruction. Lane (2007) suggested that small group instruction would provide a special environment that is quieter and less disruptive for the English Language Learners. According to Lane (2007), educators are comfortable using the Pullout Model. Lane (2007) also emphasized the disadvantages of using the Pullout Model, which would include the removal of students from a general education classroom, and “English Language Learners would not have normal language models” (p. 7). Lane (2007) also recognized that “only specific state standards would be addressed and there would be a lack of carryover and Specialists were provided with knowledge of several strategies for a small number of students” (p. 7).

#### *Instructional Methods and Strategies for ELL Students*

In order to fulfill the requirements of the *No Child Left Behind Act* of 2001, educators must find effective instructional methods and strategies that meet the needs of non-English speaking students. The Northwest Regional Educational Laboratory (2003) highlighted “practical, research-based principles, and instructional strategies that teachers could use to meet the needs of these diverse learners” (p. 1) as the most effective means by which the needs of the English Language Learners’ needs might be met. The Northwest



Regional Educational Laboratory (2003) supported “instructional methods using the native language” (p. 1), as a means for elementary teachers, which could be used to make academic content more comprehensible to English Language Learners and encourage them to become active participants in their learning.

The Northwest Regional Educational Laboratory (2003) specifically noted three methods as being preferable to use by teachers to make academic content more comprehensible to English Language Learners. Transitional/Early-Exit Bilingual Education was suggested as the first method to assist teachers in helping English Language Learners better able to grasp the content and bring comprehension and understanding of the English language to them. The Northwest Regional Educational Laboratory (2003) also noted that “Maintenance/Late-Exit Bilingual Education and Two-Way Bilingual Education/Dual-Language” (p. 1) are two additional methods for helping make the English language more comprehensible for the English Language Learners.

#### *Transitional Early-Exit Bilingual Education*

According to the Northwest Regional Educational Laboratory (2003), Transitional Early-Exit Bilingual Education programs allow students to be taught “core academic subjects or reading and language arts” (p. 2), in their native language for the first few years enabling them to become proficient in their language before being mainstreamed into English language instruction. The goal of the Transitional Early-Exit Bilingual Education Model identified by the Northwest Regional Educational Laboratory (2003) is to “phase ELL students into English-only instruction as quickly as possible” (p. 2). Cazden’s (1992) study indicated that there was no difference in academic achievement

with the use of Transitional Early-Exit Bilingual Education” (p. 2). The American Federation

for students who were mainstreamed from Transitional Early-Exit Bilingual Education Models compared to those who were in English only.

#### *Late-Exit Bilingual Education*

According to Hunemorder (2005), Late-Exit Bilingual Models allow students “to be taught in their native language for an extended period of seven years and to become proficient in both, English and their native language” (p. 3). Afterwards, English Language Learners were mainstreamed into English language instruction. Cazden (1992) indicated that the amount of instruction taught in English increased as students were promoted to a higher grade. Cazden (1992) also noted that English instruction began to differ after the fourth grade and continued to increase throughout the middle school grades. The American Federation of Teachers (2002) suggested that the increase in English Language Learner’ achievement was attributed to Late-Exit Bilingual Models because these programs helped non-English speaking students to become proficient in both, English and their native language.

#### *Two-Way Bilingual Education*

According to research studied by Hunemorder (2005), Two-Way Bilingual Model programs provide instruction in both English and a second language to a class composed of English speaking and non-English speaking students. Hunemorder, (2005) agreed “instruction in both languages provide an opportunity for both groups of students to become proficient in both languages” (p. 1). The Northwest Regional Educational Laboratory (2003) suggested that with this model, it is important that approximately “half the students are native English speakers and the second half are ELL students from the same language group and similar cultural backgrounds” (p. 2). The American Federation



of Teachers (2002) highlighted the debate over the use of Two-Way Bilingual education to “develop students’ English-language skills with a primary focus on communication, grammar, and vocabulary” (p. 2). The American Federation of Teachers (2002) continued by maintaining that “the proponents of Two-Way Bilingual education argued that ELL students were harmed when schools sacrifice content knowledge on the altar of the earliest possible acquisition of English” (p. 3). The American Federation of Teachers (2002) also noted that, “bilingual education programs foster stronger connections between the school and students’ home cultures and communities, thereby reducing student alienation and related problems” (p. 2).

#### *Content-Based Instruction/Sheltered Instructional Method*

The Northwest Regional Educational Laboratory (2003) discovered that the Content-Based Instruction/Sheltered Instruction Method “is also known as Structured Immersion and in California it is known as Specially Designed Academic Instruction in English (SDAIE)” (p. 2-3). Although the American Federation of Teachers (2002) pointed out that the Sheltered Instruction Method “has little or no native-language support” (p. 2), this method of instruction is strongly supported by Northwest Regional Educational Laboratory (2003). The Northwest Regional Educational Laboratory (2003), promotes the position that the Sheltered Method “involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while promoting English language development” (p. 3). The Northwest Regional Educational Laboratory (2003) determined that “Sheltered Instructional strategies are part of almost every other method and model, but can also be organized into a unified program model in their own right” (p. 3).

Nguyen (2007, fall) suggested that educators should consider several other factors when teaching English Language Learners. According to Nguyen (2007, fall), students may not have adequate exposure to using English in conversational and academic settings. Nguyen (2007, fall) stated that “teachers would need to provide ELL students with basic knowledge and a foundation of the subject matter being taught” (p. 25). Nguyen (2007, fall) continued by stating that “English Language Learners should be given additional think time to formulate answers before making their responses” (p. 26). Nguyen (2007, fall) emphasized that “Note-taking and organization should be encouraged to allow ELL students to concentrate on key concepts and ideas” (p. 26). Nguyen (2007, fall) further stated that “teachers should deliver instruction at a slower pace to ensure ELL students are not overwhelmed with information (p. 26). Nguyen (2007, fall) concluded by stating that “the use of multiple learning modalities will increase student understanding of material taught and allow more than one way for students to demonstrate knowledge” (p. 26) and that “it is essential that teachers establish a support system to assist ELL students with their assignments” (p. 26). Curtin (2005, summer) recognized the importance of academic and language connections by stating that “English Language Learners do well academically if learning connects with both background and culture simultaneously” (p. 1). Lewis-Moreno (2007, June) also stated that “classroom teachers must provide a variety of effective methods to help students who are learning English while also helping them to meet high expectations” (p. 1).

The American Federation of Teachers (2006) stated that, “A 1997 report from the National Research Council concurred that the key to a program’s effectiveness is based on the success of language acquisition” (p. 5). August and Hakuta (1997) agreed with the



findings of the American Federation of Teachers (2006) that suggest that an effective learning environment includes several factors. August and Hakuta (1997) noted that: “An effective learning environment includes the following factors: (a) instructional support, (b) qualified educators, (c) smaller class sizes, (d) early intervention, (e) early reading programs, and (f) parental involvement” (p. 9). According to August and Hakuta (1997), school districts must ensure that schools are in compliance with the previously mentioned factors before implementing programs designed to promote and foster English proficiency for English Language Learners.

### *Qualifications for English Language Learner Teachers*

Lewis-Moreno (2007, June) pointed out that educators who were inadequately trained could not meet the needs of English Language Learners. According to Garcia and Jensen (2007), rich language environments and dual-language programs required high-quality teachers. The State of Tennessee has required elementary and secondary English Language Learners teachers in Tennessee to have a degree in education with English as a Second Language (ESL) endorsement (Tennessee Department of Education, 2008).

Barron and Sanchez (2007) noted that in a 2003 study conducted by Gandara and Rumberger, that “teachers with advanced degrees and teacher certification in a particular subject have a positive impact on student performance, especially high school mathematics and English teachers with master’s degrees in their subject” (p. 10). Additionally, Barron and Sanchez (2007) stated that, “ELL students are less likely than other students to be taught by a qualified teacher because of the way teachers are assigned, thereby causing a minimum positive effect on ELL students’ academic achievement” (p. 9).

### *Mainstreaming Strategies for Classroom Teachers*

The Northwest Regional Educational Laboratory (2003) noted that, there has been “major implications for mainstream teachers since the *No Child Left Behind Act* of 2001 held English Language Learners accountable for learning the same content standards as their native speaking peers” (p. 1). The Northwest Regional Educational Laboratory (2003) stated that “English Language Learners’ academic success increases if mainstream teachers gain a better understanding of the programs, theories, principles, and strategies used to educate them” (p. 1). According to Garcia, Jensen, and Cuellar (2006), the vast change in demographics has increased opportunities for educators to provide a more diverse learning environment. Over time, “educators have made great efforts to create a diverse classroom that have proven successful in educating English Language Learners” (Garcia et al. 2006, p. 4). Educators must continue to organize instruction that develops English Language Learners’ skills and addresses the various academic skills required by all students.

Goldenberg (2008) noted that “Effective English language development provides for the explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English” (p. 18). August and Hukuta (1997) identified best practices for schools and classrooms rather than focus on program types, which highlighted the importance of a “supportive school climate, a customized learning environment, and articulation within the school” (p. 4). August and Hukuta (1997) also suggested that English Language Learners should be offered a “balanced curriculum that includes both basic and higher-



order thinking skills, explicit skill instruction and opportunities for student-directed instruction” (p. 4).

Honigsfeld (2006) recommended the combination of two professional development strategies to assist teachers in the development of the required skills to address the academic needs of English Language Learners; the Lesson Study and Sheltered Instruction Observation Protocol (SIOP). Honigsfeld (2006) also explained that the Lesson Study consists of a systematic practice in which Japanese teachers work collaboratively to examine lessons and ways to make them more effective. This was a process, which involved observing, planning, teaching, and critiquing the lessons created by Japanese teachers. According to Honigsfeld and Cohan (2008), the Sheltered Instruction Observation Protocol Model was a research-based approach to sheltered instruction that proved effective in addressing the academic needs of English Language Learners throughout the United States. Honigsfeld (2006) noted that the Sheltered Instruction Observation Protocol (SIOP) model consisted of eight components: “Preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment” (p. 2).

The Northwest Regional Educational Laboratory (2003) noted that using students’ native language could be an important way to access their previous knowledge. Nguyen (2007, fall) emphasized the importance of developing the English Language Learners’ background knowledge and foundation of subject matter. The Northwest Regional Educational Laboratory (2003) supported the position taken by Marzano, Gaddy, & Dean (2000), by noting that “All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can

capitalize” (p. 5). However, Nguyen (2007, fall) cautioned that “classroom teachers should not assume ELL students entering their classrooms would have had a literacy base in their language or in English as well as adequate exposure to using English in conversational or academic settings” (p. 25). Nguyen (2007, fall) also suggested several effective strategies that should be considered when teaching non-English speaking students. Nguyen (2007, fall) suggested that “English Language Learners should be allowed longer think and wait-time to ensure students process the question and the answer in English” (p. 26).

According to Honigsfeld and Cohan (2008), the use of instructional strategies linked to the Sheltered Instruction Observation Protocol’s components, gave content area teachers tools to help English Language Learners develop their academic English skills as they learn grade-level content. Honigsfeld (2006) and the Northwest Regional Educational Laboratory (2003) both agreed that staff development for the Lesson Study and Sheltered Instruction Observation Protocol were vital components for preparing high quality teachers. Honigsfeld (2008) proposed that the Lesson Study and the Sheltered Instruction Observation Protocol improved instruction for the English Language Learner in mainstream classrooms. The combination of the two methods, according to Honigsfeld (2008), underscored the strengths of both in terms of teacher development and the impact on student learning.

### *The Need for Teacher Support*

According to Curtin (2005, summer), “Research revealed that 75% of non-English speaking students are placed with teachers who lack specialized training in second language acquisition, English as a second language, or bilingual education” (p. 1).



Gandara et al. (2005) called attention to educators' frustration regarding "the wide range of English language skills and academic levels often found in their classrooms" (p. 12). According to Curtin (2005, summer), "Much educational research illuminates that the majority of teachers who do not have English as a Second Language background or training can be ill-equipped to work with non-English speaking, and culturally diverse children" (p. 1). Curtin (2005, summer) implied that time poses a serious problem for classroom teachers who were expected to teach and guide English Language Learners through the language acquisition process within three years. Curtin (2005, spring) concurred with Zehler's (1994) findings that adequate time to teach ELL students the required curriculum presented a major challenge for elementary teachers. In addition, Zehler (1994) suggested that educators lack the tools needed to teach, appropriate materials to diagnose needs, and measure student learning. Cheung and Slavin (2005) cited similar concerns for teacher support. Curtin (2005, spring) suggested that teachers must first understand the background, culture, and English Language Learners in order to "provide a more successful educational experience for these students" (p. 1).

New studies by the Urban Institute Policy Brief (2007) listed new strategies to provide teachers with academic support. The Urban Institute Policy Brief (2007) identified seven strategies to teach English Language Learners the basic English language skills and grade level content. The following strategies were suggested by the Urban Institute Policy Brief (2007) to increase students' academic achievement:

- (1) Aligning ELL instruction and assessment with state standards;
- (2) Focus on literacy and math;
- (3) Train ESL teachers in effective instructional strategies;

(4) Expose teachers to ESL instructional methods; (5) Collaborate instruction between ESL bilingual teachers and classroom teachers; (6) Provide specific instruction to guide the English language process; (7) Responsive awareness of the inadequacy of English language assessments. (p. 7)

Curtin (2005, spring) pointed out that, English Language Learners spent a great deal of time “developing basic English language skills while learning grade level specific content” (p. 2). Curtin (2005, spring) also sparked a debate over adequate resources and the training necessary for non-ESL teachers to “ensure teaching practices are not detrimental to the academic and personal development of ELL students” (p. 2).

According to the Northwest Regional Educational Laboratory (2003), the classroom teachers have the responsibility to “link core academic instruction to the content standards set by the state” (p. 1). The Northwest Regional Educational Laboratory (2003) suggested that a joint effort should be made by the ESL bilingual teachers and classroom teachers to “ensure the curriculum and effective teaching strategies reflect an alignment with English Language Proficiency Standards” (p. 1).

### *English Language Learners Facts and Figures*

According to Gray and Fleischman (2004), “today, students in our schools speak more than 450 languages (Kindler, 2002)” (p. 84). Garcia and Jensen (2007) noted that, “In 2005, one in five children eight years old or younger in the United States was Hispanic. Moreover, Hispanic children make up approximately 80% of U.S. English Language Learner population” (p. 1). The National Center for Education Statistics (2003) noted a population trend in English Language Learners. According to the National Center for Education Statistics (2003), “By 2000, the number of English Language Learners had



risen by 47% to nearly 47 million, comprising nearly 18% of the total U.S. population” (p. 1).

According to Goldenberg (2008), “On average, English Language Learners’ academic achievement tends to be low” (p. 3). Goldenberg’s (2008) research findings also indicated that:

On the 2007 National Assessment of Educational Progress, fourth-grade English Language Learners scored 36 points below non-English Language Learners in reading and 25 points below non-English Language Learners in math and the gaps among eighth-graders were even larger, 42 points in reading and 37 points in math. (p. 3)

The American Federation of Teachers (2002) indicated that an overwhelming percentage of English Language Learner students were below grade level, scored lower than their peers on standardized tests, and became high school dropouts. Pearlman (2002) stated that, “About 12% of all preK-12 grade students are considered English Language Learners. The projections indicated that by 2015 more than 50% of all students in K-12 public schools across the United States will not speak English as their first language” (p. 2). The Northwest Regional Educational Laboratory (2003) identified “approximately 4.6 million students as ELL in the U. S. pre-kindergarten through 12th grade educational system in 2000-2001. These figures represented 9.3% of the total public school enrollment” (p. 1). According to The Northwest Regional Educational Laboratory (2003), “Since the 1989-1990 school year, the ELL population has increased approximately 101% in a trend that researchers predict will continue for at least the next two decades” (p. 2).

## *Conclusion*

The improved services and strategies used to educate English Language Learners were a result of students being in the spotlight. This study highlighted effective strategies that were in place to improve English Language Learners English proficiency. According to Black (2005), current research consistently indicated that, “students who have strong skills in their home languages seem to develop a greater proficiency in acquiring English and academic skills” (p. 36), and language acquisition is enhanced through meaningful use and interaction.

According to the Urban Institute Policy Brief (2007), the effects of the improved services and strategies hold English Language Learners accountable to higher standards. The Urban Institute Policy Brief (2007) also recognized that:

The No Child Left Behind Act of 2001 for having raised the bar and standards for English Language Learner student achievement. English Language Learners performed better than previous years because of higher standards set by the No Child Left Behind Act of 2001 and now kindergarten is what first grade use to be. (p. 7)

This study also provided awareness of the difficulties educating, supporting, and providing services for English Language Learners according to the Urban Institute Policy Brief (2007, May). The growing number of non-English speaking students has increased vastly, in school environments. The increase in the diverse student population has affected teaching styles resulting in the need for more services and staff development focused on English language proficiency. This training has equipped teachers to better meet the challenges of higher standards for English Language Learner students. The



Northwest Regional Educational Laboratory (2003) recognized that, “Professional development was a significant issue for mainstream teachers who are attempting to implement new instructional strategies” (p. 33). According to Barron and Sanchez (2007), educators must be equipped with resources, training, and the support needed to ensure every student attains high and meaningful standards across the curriculum, resulting in full preparation for the option of entering the university system after high school graduation.

Based on current research studies, Barron and Sanchez (2007) determined that, the instructional models, inclusion and pullout, failed to provide a clear indication of increased achievement among ELL students. The North Dakota Department of Public Instruction (2007) findings from existing studies were consistent with Barron and Sanchez (2007) which concluded that, “recent research studies did not make it clear, that participation in inclusion and pullout models would increase English Language Learners’ achievement” (Barron & Sanchez, p. 9). The North Dakota Department of Public Instruction (2007) argued that, “research offered no conclusive evidence for superiority of either the pullout model or alternative models” (p. 1). The research findings of Gersten, Baker, Marks, and Smith (1999) indicated that there were insufficient data to determine the best models for providing the proper help for English Language Learner students, due to the lack of concrete evidence. According to Cheung and Slavin (2005) “there are far too few high-quality studies” (p. 39), on improving English language acquisition for non-English speaking students. Gersten et al. examined the empirical research studies and numerous related articles concerning the effects of delivery models

on the academic achievement of English Language Learners and summed up their findings by stating that:

Current research and has determined there is not enough empirical research available to guide practice and produce a positive impact on student learning. Although many articles and reports claim to describe effective practice, few provide the type of data necessary for firm conclusions. (p. 2)



## CHAPTER III

### Methodology

#### *Overview*

According to the North Dakota Department of Public Instruction (2007) research offered no conclusive evidence for superiority of either the pullout model or alternative models” (p. 1), in terms of greater instructional intensity and opportunity for non-English speaking students to learn. The purpose of this study was to determine whether there was a statistically significant difference in achievement for English Language Learner (ELL) students in an Inclusion Model versus ELL students in the Pullout Model located in 12 elementary schools located in a Middle Tennessee Metropolitan School District. Archival achievement data for the district was used to determine which instructional model was most effective in helping to increase student achievement. Archival data was compared for the 2007-2008 school year.

#### *Research Design*

A causal comparative study and analysis was conducted to determine which model, Inclusion versus Pullout, was more successful in raising levels of student achievement in targeted grade levels in a Middle Tennessee Metropolitan School District. The study compared the effects of an Inclusion Model versus the Pullout Model of the Language Arts and Math achievement of English Language Learners.

#### *Participants*

The participants for this study consisted of 99 male and female English Language Learners in third, fourth, and fifth grades that met eligibility requirements for the English Language Learners program in a Middle Tennessee Metropolitan School District. Archival data was compiled and analyzed for one year. The data consisted of delivery

models, Benchmark scores, and TCAP scores. The participants in this study were not identified or approached, and were not directly involved, as data gathered was Archival data.

### *Instrument*

The Riverside Edusoft Benchmark Assessments and the Tennessee Comprehensive Assessment Program (TCAP) Archival data for English Language Learners in third, fourth, and fifth grades in 12 elementary schools located in a Middle Tennessee Metropolitan School District was used in this study. The Benchmark assessments were administered quarterly to measure student performance for certain Tennessee achievement standards. Benchmark assessments have been developed to measure student progress in mastering the Tennessee content standards in language arts, math, science, and social studies. Students in third, fourth, and fifth grades were required to take three benchmark exams during the academic year to determine how much progress they were making towards satisfying state standards. The Tennessee Comprehensive Assessment Program is a timed multiple-choice test that measures skills in language arts, mathematics, science, and social studies. Students in third through eighth grades are required to take the TCAP each spring. The TCAP Normal Curve Equivalent scores were used to measure English Language Learners' academic achievement in language arts and math.

The school system in this study utilized district created benchmarks to evaluate student achievement during the 2007-08 school year. Reliability was determined for the reading/language arts portion by MetriTech Incorporated using the Kuder-Richardson



Formula 20. Reliability was determined to very high, with a coefficient of .88 for 3rd; .89 for 4th grade; and .88 for 5th grade (MetriTech, 2008).

Construct validity was determined using principal-axis common factor analysis with priors estimated as squared multiple correlations. The proportion of common variance explained by first eigenvalue for reading/language arts was .91, .91, and .90 for 3rd, 4th and 5th grades, respectively (Metritech, 2008).

The schools system utilized district created benchmarks to evaluate student achievement during the 2007-08 school year. Reliability was determined for the mathematics portion by MetriTech Incorporated using the Kuder-Richardson Formula 20. Reliability was determined to very high, with a coefficient of .89 for 3rd; .87 for 4th grade; and .89 for 5th grade (MetriTech, 2008).

Construct validity was determined using principal-axis common factor analysis with priors estimated as squared multiple correlations. The proportion of common variance explained by first eigenvalue for reading/language arts was .90, .91, and .90 for 3rd, 4th and 5th grades, respectively (Metritech, 2008).

### *Procedures*

Permission for completion of the proposed study had been obtained from the Institutional Review Board at Austin Peay State University and the Director of Curriculum and Instruction for a Middle Tennessee Metropolitan School District. Authorized district personnel provided archival data for all participants involved. All information obtained was kept confidential. While collecting data, a master list was generated and coded for confidentiality and anonymity of participation. The data was stored on a personal laptop computer that was password protected and was kept in a

secure storage unit with restrictions. Only the researcher had access to the data coded master list format.

Delivery models were closely examined using the district's Archival data. Archival data for the Benchmark Assessments and TCAP Normal Curve Equivalent scores were compared for one year from 2007 through 2008. A causal comparison and analysis was carried out to examine which model was most successful amplifying English Language Learners academic achievement in the targeted grade levels in a Middle Tennessee Metropolitan School District.

#### *Data Analysis Plan*

This field study examined four questions and the hypotheses were tested. The district's Archival data was used to determine if there was a statistically significant difference for all TCAP language arts and math Normal Curve Equivalent and Benchmark scores. The information gathered from the TCAP achievement and Benchmark assessment scores was compiled, evaluated, and analyzed for ELL students participating in Inclusion as compared to students participating in Pullout programs. Data was entered into a computer using a statistical software application and statistical procedures were performed using the StatView statistical software. Each hypothesis was tested using a *t*-test for the 2008 data to determine if the score was above the alpha level ( $\alpha = .05$ ), which indicated whether ELL students learn best in an Inclusion or Pullout model. The analysis compared all means for ELL students to determine if there was a statistically significant difference in English Language Learners academic achievement based on the model used.



## CHAPTER IV

### Data and Results

#### *Demographics*

This study analyzed the language arts and math scores of English Language Learner (ELL) students in grades three through five, in a Middle Tennessee Metropolitan School District. The three grade levels used data from only one school year, 2007-2008, since this is the only school year in which comparison data was available for both the Inclusion Model and the Pullout Model of instruction. The study sample was composed of 99 English Language Learners (ELL) students. Forty-eight of the total numbers of students were inclusion, 26 students were males and 22 students were females. Fifty-one of the total numbers of students were pullout, 26 males and 25 females. The ELL students' language arts and math TCAP and Benchmark scores for 2008 were recorded.

The computer program, StatView, was used to analyze the data gathered from the TCAP and Benchmark scores for year 2008. Table 4.1, 4.2, 4.3, 4.4, and 4.5 list the number of ELL students in each group. The dataset contained information including the following variables:

1. TCAP Language Arts NCE scores (2008) – TCAP scores for 2008 were recorded.
2. TCAP Math NCE scores (2008) – TCAP scores for 2008 were recorded.
3. Benchmark Language Arts scores (2008) – Benchmark scores for 2008 were recorded.
4. Benchmark Math scores (2008) – Benchmark scores for 2008 were recorded.

Table 4.1

## Number of ELL Students' Scores Analyzed

Grade	Inclusion	Pullout
3	18	
4	06	29
5	10	20
Total	34	16
		65

*Hypothesis One:*

Null: There is no statistically significant difference in TCAP Language Arts NCE scores for ELL students served through an inclusion program versus the TCAP Language Arts NCE scores for ELL students served through a pullout program.

Results are presented in Table 4.2

Table 4.2

## Number of ELL Students' NCE Scores Analyzed for TCAP Language Arts

*t*-Test evaluating TCAP Language Arts NCE score for ELL students participating in Inclusion as compared to students participating in Pullout program

Variable	N	Mean	df	t	p
Inclusion	48	44.607			
			98	.468	.6411
Pullout	51	42.828			

\*  $p < .05$

Table 4.2 provides a summary of the *t*-Test results for TCAP Language Arts NCE scores for ELL students participating in Inclusion as compared to students participating in Pullout programs. Table 4.2 *t*-Test for the 2008 data reveals the score is above the alpha level ( $\alpha = .05$ ) indicating that no statistically significant difference exists for ELL



students in language arts participating in inclusion as compared to students participating in pullout programs. Therefore, null hypothesis one was retained.

*Hypothesis Two:*

Null: There is no statistically significant difference in TCAP Math NCE scores for ELL students served through an inclusion program versus the TCAP Math NCE scores for ELL students served through a pullout program.

Results are presented in Table 4.3

Table 4.3

Number of ELL Students' NCE Scores Analyzed for TCAP Math

*t-Test evaluating TCAP Math NCE score for ELL students participating in Inclusion as compared to students participating in Pullout program*

Variable	N	Mean	df	t	p
Inclusion	48	50.714	98	.068	.9463
Pullout	51	50.452			

\* $p < .05$

Table 4.3 provides a summary of the *t*-Test results for TCAP Math NCE scores for ELL students participating in Inclusion as compared to students participating in Pullout programs. Table 4.3 *t*-Test for the 2008 data reveals the score is above the alpha level ( $\alpha = .05$ ) indicating that no statistically significant difference exists for ELL students participating in inclusion as compared to students participating in the pullout programs. Therefore, null hypothesis two was retained.



### *Hypothesis Three:*

Null: There is no statistically significant difference in Language Arts Benchmark overall achievement scores for ELL students served through an inclusion program versus the Benchmark Language Arts scores for ELL students served through a pullout program.

Results are presented in Table 4.4

Table 4.4

Number of ELL Students' Overall Achievement Scores Analyzed for Language Arts

*t-Test evaluating Language Arts Benchmark overall achievement score for ELL students participating in Inclusion as compared to students participating in Pullout program*

Variable	N	Mean	df	t	p
Inclusion	48	48.852	98	-.584	.5610
Pullout	51	51.255			

\* $p < .05$

Table 4.4 provides a summary of the *t*-Test results for Language Arts Benchmark overall achievement score for ELL students participating in Inclusion as compared to students participating in Pullout programs. Table 4.4 *t*-Test for the 2008 data reveals the score is above the alpha level ( $\alpha = .05$ ) indicating that no statistically significant difference exists for ELL students participating in inclusion as compared to students participating in the pullout programs. Table 4.4 provides a summary of the 2008 TCAP and Benchmark scores earned by ELL students participating in the study. Therefore, null hypothesis three was retained.



*Hypothesis Four:*

Null: There is no statistically significant difference in Benchmark Math scores for ELL students served through an inclusion program versus the Benchmark Math scores for ELL students served through a pullout program.

Results are presented in Table 4.5

Table 4.5

Number of ELL Students' Overall Achievement Scores Analyzed for Math Benchmark

*t-Test evaluating Math Benchmark overall achievement score for ELL students participating in Inclusion as compared to students participating in Pullout program*

Variable	N	Mean	df	t	p
Inclusion	48	65.750	98	.550	.5841
Pullout	51	63.618			

\* $p < .05$

Table 4.5 provides a summary of the *t*-Test results for Math Benchmark overall achievement score for ELL students participating in Inclusion as compared to students participating in Pullout programs. Table 4.5 *t*-Test for the 2008 data reveals the score is above the alpha level ( $\alpha = .05$ ) indicating that no statistically significant difference exists for ELL students participating in inclusion as compared to students participating in the pullout programs. Therefore, null hypothesis four was retained.

StatView statistical software was utilized to calculate an unpaired *t*-Test at the alpha level ( $\alpha = .05$ ) in order to develop a better understanding of each academic area

evaluated in terms of inclusion and pullout models. The results delineated no statistically significant difference in language art and math scores of elementary schools located in a Middle Tennessee Metropolitan School District based on Normal Curve Equivalent scores.

### *Summary*

The purpose of this study was to identify the most effective model of instruction for ELL elementary students, inclusion or pullout. The data revealed there is no statistically significant difference in the academic achievement of ELL students in pullout programs as compared to ELL students in inclusion programs, in terms of TCAP Language Arts/Math NCE scores and the district level Benchmark Language Arts/Math scores. The literature review supported both programs and they were comparable in meeting the needs of ELL students and yielded similar results. It was evident that both classroom and ELL teachers were using effective strategies that resulted in increasing student achievement.



## CHAPTER V

### Discussion, Conclusions, and Recommendations

This study analyzed and evaluated one year of language arts and math TCAP and Benchmark scores of 99 ELL students in relationship to the following variable: instruction based on the use of an inclusion model and the pullout model. This chapter is a discussion of the field study and research findings. The chapter also includes conclusions and recommendations for further use.

#### *Discussion*

The participants in this study were from 12 elementary schools located in a Middle Tennessee Metropolitan School District. The participants attended the schools during the 2007-2008 academic year. The result of this study was in line with my expectations.

The *t*-Tests were used to analyze data to identify if significant differences between group means existed. Analyses were conducted to test four null hypotheses at the .05 level of confidence. The four null hypotheses were retained. The data revealed that in the year 2008 there were no statistically significant differences in language arts and math student achievement in terms of TCAP assessment and district benchmarks for ELL students. The findings of this study were consistent with the field of related literature examined by the researchers.

#### *Conclusions*

The purpose of this study was to determine the effect of using an inclusion model versus the traditional pullout model to drive curriculum and instructional decisions on

language arts and math TCAP achievement and Benchmark scores of students in grades three through five. The following conclusions can be made based on the results of the study:

1. The use of an inclusion or the pullout model to improve academic achievement and to make curriculum and instructional decisions in the content areas of language arts and math were found to have no statistically significant effect on the TCAP and Benchmark scores of students.
2. English language learners' achievement scores indicate both inclusion and pullout models are similar and are being supported in the classroom. Pullout teachers working in small groups can foster a positive learning experience through more one-on-one and specialized instruction. The use of the pullout model may reduce peer pressure, provide more focus lessons, and create additional time on task.

### *Recommendations*

The following recommendations are proposed based on the literature review and findings of this field study:

1. Schools can develop a rubric to identify whether ELL students would benefit from inclusion or pullout.
2. Adequate resources and training are necessary for non-ESL teachers to ensure the teachers' attitudes, willingness to participate, and continuous monitoring the use of English Language Learners strategies in the classroom.



3. Schools can elicit more bi-lingual teachers to concentrate on strategies and resources that would take advantage of ELL students' first language as it cognates with English.
4. Additional research studies are needed to develop quality teacher in-services that will expand ELL teachers' and classroom teachers' knowledge to improve their teaching styles.
5. Recognize the need for sustained attention to the vocabulary development of English language learners and allow ELL students sufficient review and additional think time to formulate their ideas before responding to questions.
6. Establish a support system that would increase communication between teachers and parents of ELL students.
7. Based on the review of literature, emphases have not been placed on educators to have effective instructional practices that will improve ELL students understanding of vocabulary and comprehension and should be explored.

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## Appendices

## Appendix A

### Clarksville-Montgomery County Schools

#### School Board Research Approval



Sallie Armstrong, Ed.D.  
Curriculum & Instruction Director

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Board of Education      621 Gracey Avenue      Clarksville, Tennessee 37040  
931-920-7819      Fax: 931-920-9819      email: [sallie.armstrong@cmcss.net](mailto:sallie.armstrong@cmcss.net)

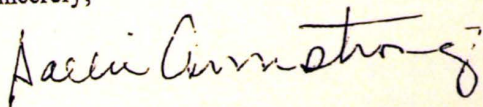
April 14, 2008

Wanda Purcell  
Byrns Darden Elementary  
609 E Street  
Clarksville, TN 37042

Dear Ms. Purcell,

Your request for approval to conduct research in Clarksville Montgomery County  
Schools is approved.

Sincerely,



Sallie Armstrong, Ed.D

SA:bd

## Appendix B

### Austin Peay State University

### Institutional Review Board Approval



**College of Graduate Studies**

May 22, 2008

Wanda Purcell  
2610 Holly Rock Dr.  
Clarksville TN 37040

RE: Your application regarding study number 08-021: A Comparison of the Effects of Inclusion Versus Pullout  
~~Methods~~  
*Model* of the Achievement of English Language Learners

Dear Wanda Purcell:

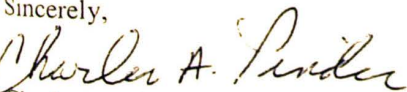
Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and NIH (Office for Protection from Research Risks) regulations.

Congratulations! This is to confirm that I have approved your application through one calendar year. This approval is subject to APSU Policies and Procedures governing human subject research. The full IRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before May 22, 2009, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to May 22, 2009.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, contact me at (221-7415; fax 221-7641; email [pinderc@apsu.edu](mailto:pinderc@apsu.edu)). Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,



Charles A. Pinder, Ph.D.  
Chair, Austin Peay Institutional Review Board  
Cc: Dr. Gary Stewart

**[www.apsu.edu](http://www.apsu.edu)**

## VITA

Wanda T. Purcell was born and raised in Newark, New Jersey. She attended public schools in the Essex County School System. Wanda graduated from Malcolm X Shabazz High School on June 23, 1984. From there, she attended the following colleges: Essex County College in Newark, New Jersey; William Patterson College in Wayne, New Jersey; and the Community College of the Air Force in Huntsville, Alabama. Wanda received an A. A. degree on May 11, 1995 from the Community College of the Air Force. In December of 2003, she received a B.S. degree with a major in Interdisciplinary Studies and a minor in Early Childhood from Austin Peay State University in Clarksville, Tennessee. She also received a M. A. in Education with a concentration in Curriculum and Instruction from Austin Peay State University in Clarksville, Tennessee.

Wanda will earn an Ed S. degree in Administration and Supervision at Austin Peay State University in Clarksville, Tennessee in May 2010. She is currently employed with the Clarksville Montgomery County School System as a fifth grade teacher and the director of the after school program at Byrns Darden Elementary School in Clarksville, Tennessee. Wanda has taught fifth grade for six years.