

Increasing English Language Learner Academic  
Performance Through  
Intentional Tutoring

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A Special Project  
Presented to  
Dr. Jack McPherson  
Heritage University

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In Partial Fulfillment  
of the Requirement for the Degree of  
Master of Education  
Specialization in English as a Second Language

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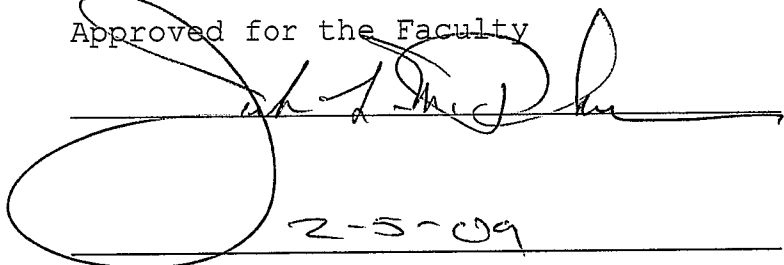
Wendy L. Gill

2008

FACULTY APPROVAL

Increasing English Language Learner Academic  
Performance Through  
Intentional Tutoring

Approved for the Faculty

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Faculty Advisor

2-5-09

\_\_\_\_\_, Date

## ABSTRACT

The purpose of this experimental, quantitative research study was to determine the extent to which intentional tutoring would increase the number of ESL students the passing freshman English Language Arts at Eisenhower High School (EHS). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed to formulate related conclusions and recommendations. The data analysis supported the hypothesis that ELL students who participated in intentional tutoring improved their percentage scores in English Language Arts.

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## CHAPTER 1

### Introduction

#### Background for the Project

With the implementation of No Child Left Behind (NCLB) in 2001 and the subsequent nationwide high-stakes testing reform movement, schools have recognized the need to help students substantially increase academic performance. With student graduation in the balance as well as teacher employment and the school's autonomy, this need for an increased academic performance became the driving force behind academic reform. To increase achievement as measured by the high-stakes testing being used, schools have had to employ more Supplemental Education Services (SES), including intentional tutoring.

The desire for increased academic performance has always been the goal of education. Unfortunately, these good intentions have not always met the needs of all students causing a gap between student populations, known as the Achievement Gap. Educators and lawmakers have been attempting to close this

achievement gap since the landmark case of Brown v. the board of Education in 1954. As stated in this famous U.S. Supreme Court ruling:

The principle of separate but equal was struck down by the U.S. Supreme Court, which stated that 'Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn' (Essex, 2008, p. 338)

Once the understanding that all students deserved a fair and equal education and that the needs of all students were not being met actions were put into place to try and meet the students' needs.

Educators realized that not all students required the same amount of assistance or the same kind of assistance to progress academically. Systems of equity and social justice then became a central idea of education. With these notions of equity v.

equality came the realization that all students learned differently, with different intelligences and modality. Therefore, for these students to understand and be able to use the same skills with equal ability, educators must be able to create individual learning plans for mastery learning. By insuring that all students had mastered or at least been given the proper tools to master academic skills, educators and law makers were indemnifying the fact of an educated population and potential national asset. Ornstein and Levine have addressed the important role that SES, including intentional tutoring can play in providing special help for students in need of academic remediation, these researchers stated: Students at schools needing improvement also are to receive supplemental services such as tutoring, after-school help, or summer school. If, after several years, a school still fails to meet yearly progress goals, its students are eligible to transfer to another public school in the district. Still further failure to make adequate progress subjects schools to corrective action or restructuring, which may include replacing

the faculty and administration, conversion to charter-school status, or takeover by an outside organization (Guskey, 2007).

#### Statement of the Problem

The high number of failing students was a concern of administrators, teachers, and parents at Eisenhower High School (EHS). According to instructors the primary reason students were failing was because those students did not turn in their daily work. Because the students were not taking the opportunity to practice the core knowledge that was given on daily work, they were also doing poorly on assessments such as tests. Subsequently, students had to attend summer school or other credit retrieval alternatives in order to earn a high school diploma. Parents were disgruntled when their students had to take summer school courses or give up electives for credit retrieval purposes.

The problem which represented the focus of the present study may be stated as follows: To what extent did a intentional tutoring program increase the

pass-rate at EHS's numbers of ELL students in English Language Arts?

#### Purpose of the Project

The purpose of this experimental, quantitative research study was to determine the extent to which intentional tutoring would increase the number of ESL students the passing freshman English Language Arts at Eisenhower High School (EHS). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed to formulate related conclusions and recommendations.

#### Delimitations

This project included freshmen/ninth grade students ranging between the ages of 14-16 at EHS in Yakima Washington. All the participants in the study were enrolled in the researcher's, (Wendy L. Gill), English Language Arts class. Both male and female students participated in the study. Only those participants that were in attendance both fall and spring trimesters of the 2007-2008 school year were

included. Only ESL students (i.e. Spanish speaking) were enrolled in the study.

#### Assumptions

The assumption was made that all participating ELL students strove to complete English nine with the highest score possible. The instructor (Wendy L. Gill) taught all students using best teaching practices. The scores of all students accurately and fairly represented their mastery of the skills being practiced. All students were given an adequate amount of time to complete all assignments. This time included both classroom and homework assignments.

#### Hypothesis

Implementing a intentional tutoring program will result in an increase in the number of ELLs passing freshman English Language Arts.

#### Null Hypothesis

No significant difference will be observed between intention tutoring for ESL students and student achievement. Significance will be assessed for  $p \geq$  at .05, .01, .001 levels.

### Significance of the Project

The present study sought to provide a factual base of information regarding the affect of tutoring on the pass-rate of freshmen/ninth grade students in English Language Arts. The previous failure rate was between 40 and 50 percent for many of the Freshman English classes, and students must pass Freshman English to earn a high school diploma. Freshman English Language Arts also provided students with the skills needed to pass future English courses as well as the Washington Assessment of Student Learning (WASL). When students successfully passed their ninth grade English Language Arts class on time, they were more likely to pass future English Language Arts classes as well as the WASL.

### Procedure

The researcher received permission from the principal of Eisenhower High School (EHS), Stacey Locke, on September 20, 2007 to undertake the study and to use the student's percentage score from English Language Arts.

All freshman/ninth grade students attending the researcher's English Language Arts classes were allowed to attend intentional tutoring. Tutoring dates were set for every second Tuesday of the month. On the Friday prior to the tutoring date students were given a progress report. Any student that was receiving a 69.99 percentage score or lower was required to attend tutoring. If a designated student did not attend tutoring, that student was assigned to two hours of Thursday School. Accommodations were made for those students who could not stay after school. Students that could not remain after school would come in during their lunch period for two consecutive lunches. The lunches at Eisenhower are 45 minute long. On months that the tutoring Tuesday fell on a holiday or other non-school day, an alternative day was selected. Two tutoring days each month were needed for sufficient tutoring time. During tutoring, students worked in multiple groups depending on their needs. Some groups worked on late assignments. Some groups worked on test preparation, while others received additional direct instruction from the



teacher (Wendy Gill). As students completed their work, the teacher would correct the work and recorded it directly into the grade-book. Students were allowed to leave once their percentage score increased to a 70 percent or greater or after they finished their one hour and 15 minutes of tutoring time. From among the total population that received intentional tutoring, only ESL students, whose primary language was other than English were included in this study.

The intentional tutoring program began November 22, 2007 and ended June 3, 2008. The students' final fall (2007) percentage score was measured against the students' final spring (2008) percentage score and was used to compare the effectiveness of the intentional tutoring program on students overall grade in their freshman English Language Arts class.

#### Definition of Terms

Significant terms used in the context of the present study have been defined as follows:

achievement gap. The academic difference observed between distinct student groups.

adequate yearly progress. In Washington, it was primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning.

basic interpersonal communication. Social language

Brown v. the Board of Education. A landmark decision of the United States Supreme Court. This decision overturned earlier rulings by declaring that state laws that established separate public schools for black and white students denied black children equal educational opportunities.

cognitive academic language. Academic language  
intentional tutoring. After school tutoring focusing on grade improvement

Mastery Learning. A process of teaching and learning developed by Benjamin Bloom.

No Child Left Behind. Public law 107-110 was signed in January 2002. No Child Left Behind required schools to have 100 percent proficiency among students in math, reading and language arts by 2014. Schools must also meet graduation and attendance standards.

quantitative research. Refers to the collection of numerical data to explain, predict and/or control phenomena of interest.

supplemental educational services. Additional educational services such as tutoring that may be available for student.

Thursday School. After school detention lasting up to two hours.

t-Test for Nonindependent samples. A parametric test of significance used to determine whether, at a selected probability level, a significant difference exists between the means of two matched, or nonindependent, samples or between the means for one sample at two different times.

Washington Assessment of Student Learning. A high-stakes assessment used in Washington State.

#### Acronyms

AYP. Adequate Yearly Progress

BIC. Basic Interpersonal Communication

CALP. Cognitive Academic Language

EHS. Eisenhower High School

ESL. English as a Second Language

ELL. English Language Learner

NCLB. No Child Left Behind

OSPI. Office of the Superintendent of Public

Instruction

SES. Supplemental Educational Services

WASL. Washington Assessment of Student Learning

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The review of literature and research summarized in Chapter 2 was organized to address:

Public Education in America.

Child Development and Instructional Theory.

English As a Second Language.

#### Public Education in America

Hoeradner & Lemke (2006) have explained how, in the United States of America, an equal and public education was deemed an inalienable right of all people. The right to an equal education was part of America's nationalistic heritage and was protected by law to insure that an educated population remained the state of our nation. To fully achieve academic equality the achievement gap was recognized and measure were put in place for the gap's elimination. Recognition of an achievement gap was the first step in narrowing and eliminating said gap. Unfortunately, historically where one found two or more distinct

groups of students, one also found a disparity in those groups' academic proficiency. As stated by Hoeradner & Lemke in a test the researchers conducted:

Thirty-fifty percent of the gap was due to uncontrollable school characteristics such as the racial composition of students. Conversely, 10-25% of the gap is due to characteristics that schools can control, such as hiring more teachers (n.p.).

Educators such as Bloom...Gardner, as well as lawmakers have waged an ongoing battle focused on eliminating the achievement gap. Brown v. Board of Education of Topeka was the first landmark U.S. Supreme Court case concerned with racial inequalities contributing to the achievement gap in U.S. public schools. Adding to the understanding of this achievement gap, the 1966 Colman Report publically recognized and explained what the achievement gap was. This report, in addition to the Education for All Handicapped Children Act of 1975, Public Law 94-142, led to the 1983 National Commission on Excellence in Education, also known as A Nation at Risk. In January,

2002, President George W. Bush signed The No Child Left Behind (NCLB) Act, public law 107-110. This Federal intervention helped Americans become more aware of education deficiencies and to take measures to eliminate these gaps. The need for equality in education by eliminating the achievement gap has become the driving force in contemporary school reform (Essex).

According the Four Pillars of NCLB (2004), the NCLB ACT was based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents. The NCLB used Adequate Yearly Progress (AYP) as the primary measure to determine whether schools were in compliance. The Superintendent of Public Instruction (OSPI), explained how AYP has been used: Used to assure all children had a fair, equal, and significant opportunity to: Obtain a high-quality education; and to reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Regardless of the strides that educators have made over the years to eliminate the

achievement gap, the legislation that enacted the NCLB law added punitive actions if schools did not reach a specific bench mark by a specific time. This benchmark was known as Adequate Yearly Progress (AYP). According to the Elementary and Secondary Education Act (2007) AYP has been defined as follows (OSPI, 2007):

(1) By demonstrating all students and required groupings meet or exceed the Washington Assessment of Student Learning (WASL); (2) by meeting the "safe harbor" provision. This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle schools) is met. If AYP was not met, there were five levels of punitive action that could take place depending on the number of years that AYP had not been met. The worst of these actions being Step 5 for schools not making AYP for six years the school



must implement restructuring as well as select options from the following list: (1) Replace all or most of relevant school staff. (2) Contract with outside entity to operate school. If the state agrees, undergo a state takeover. (3) Undertake any other major restructuring of school (n.p.).

The NCLB and the AYP laws attempted to control the achievement gap that was due to by recommending hiring more highly qualified teachers. The majority of NCLB and AYP controls were fiscally driven. According to a test conducted by Hoeradner . . . Lemke (2006):

The percent of the achievement gap was pass rate attributable to uncontrollable factors, such as the percent of students with limited English proficiency [and or socioeconomic levels] is consistently large. . . . Uncontrollable school characteristics account for almost 55% of the gap between the average schools. . . . The results are even more poignant when considering disabled students or student from low-income households, as roughly 60% and 45% of the gap in pass rates

is attributable to uncontrollable school characteristics, respectively (n.p.).

Because the uncontrollable characteristics of schools were the leading factor in the pass-rate, as well as the schools ability to meet AYP, schools needed to implement more strategies to combat the uncontrollable characteristics of poverty and limited English proficiency. The hope was that schools would use the added resources that were made available through NCLB to increase staff development as well as Supplemental Educational Services (SES) such as tutoring and bussing to meet the individual needs of students. While these additional supplements would not decrease the uncontrollable characteristics they would allow support to alleviate some of the affects on academic achievement. These supplements would also bolster the schools' SES, thus increasing the pass-rate. America and Americans have shown a desire and willingness to strive for equity among all people, both through governmental reform and individual perseverance (Hoeradner & Lemke)

## Child Development and Instructional Theory

Although educational reform has recently become more controlled by the government, the movement to reform education was originally championed by educators and theorists. As early as the 1930s, theorists and psychologists had been discovering how the cognitive processes of children developed and which means of instruction were most affective. After the Colman Report of 1966 made clear the achievement gap in America, individuals and groups began creating programs to eliminate that gap. Bloom created a program known as Mastery Learning. The goal of Mastery Learning was to eliminate the achievement gap by ensuring that all students have mastered a concept or subject before the instructor moved on to new material. As cited in Guskey (2007), Bloom discovered that students did not learn at the same rate or through the same actions. Therefore, regular assessments with corrective activities as well as enrichment activities were given to students based on an individual needs basis. According to this authority, "Bloom held that students could be helped

to reach a high criterion of learning if both the instructional methods and time were varied to better match students' individual learning needs" (p.3)

As explained by Shaffer (1999) prior to the findings of Bloom, Piaget determined that children developed in specific stages. Although not all children developed at the same rate, children within a span of a certain number of years would fall within the same stage unless outside stimuli was added during the child's development. Outside stimuli, or the lack of stimuli, had the potential to increase or retard the child's rate of cognitive development.

#### English As a Second Language

According to Woolfolk (2001), there was a 100 percent increase in students speaking an Asian Language and a 65 percent increase in students that speak Spanish in U.S. school in the past 10 years. Woolfolk projected that "by 2050, about one-fourth of the United States population is expected to be Latina/o" (p. 181). Echevarria, Vogt & Short (2004) stated that "more than 90 percent of recent immigrants came from non-English speaking countries" (p.3).

English Language Learners (ELL) came from diverse socioeconomic and academic backgrounds. Not only those students who recently emigrated from non-English speaking countries were considered ELL's, but those students who were born and raised within the United States who spoke a language other than English at home were also considered ELL's. Therefore, implementing strategies to assist students with limited English proficiency became a top concern of educators. A standards based education was created to insure all students achieved high standards.

According to Collar (1995):

To assure cognitive and academic success in a second language, a student's first language system, oral and written, must be developed to a high cognitive level at least through the elementary-school years (p. 3).

Because ELL's come from a range of academic backgrounds it has been difficult to insure that students were able to develop a high cognitive level in their primary language before being installed in an ESL classroom. Haynes (2007) explained that basic

interpersonal communication (BIC) can be acquired in as little as six months and has been considered social language. Basic internal communication has evolved as the language of the lunchroom and the playground. A problem has occurred when educators misunderstand the use of BIC as an indicator of the acquisition of academic language. Academic language, also known as cognitive academic language proficiency or CALP, has typically referred to formal academic learning as follows:

This included listening, speaking, reading, and writing about subject area content material. This level of language learning was essential for students to succeed in school. Students needed time and support to become proficient in academic areas. This usually took from five to seven years. Recent research showed that if a child had no

prior schooling or had no support in native language development, it may take seven to ten years for ELLs to catch up to their peers(p. 1).

The Northwest Regional Educational Laboratory has provided a list of suggested guidelines for tutoring

ELL's: (1) Watch your language (2) Model correct usage (3) Value the culture of the learner (4) Encourage conversation (5) Think of learning a new language as a process.

### Summary

The review of selected literature reported in Chapter 2 supported the following research themes:

1. In the United States of America an equal and public education was deemed an inalienable right of all people, regardless of a student facility with English language usage.
2. Although not all children develop at the same rate outside stimuli (i. e. curriculum instruction) or the lack of stimuli had the potential to increase or retard the child's rate of cognitive development.
3. Implementing strategies to assist students with limited English prophecy has become a top concern of educators.

## CHAPTER 3

### Methodology and Treatment of the Data

#### Introduction

The purpose of this quantitative research study was to determine the extent to which intentional tutoring would increase the number of ESL students the passing freshman English Language Arts at Eisenhower High School (EHS). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed to formulate related conclusions and recommendations.

Chapter 3 contains a description of the methodology used in the study. Additionally, the researcher included details concerning participants, Instruments, design, procedure, treatment of the data, and summary

#### Methodology

The researcher used a quantitative research design to determine the extent of which an after-school intentional tutoring program was effective in



improving the grades of ELL. A *t*-test for nonindependent samples was utilized for data analysis to determine significance following pre and post-tutoring. Intentional tutoring was not implemented during spring trimester 2008 at which time final percentage grades from each trimester were gathered. The research, completed throughout the 2007-2008 school year.

#### Participants

This research project included freshmen/ninth grade ELL (i.e. Spanish speaking) students ranging in ages from 14-16, at EHS in Yakima, Washington. All students included in the study were enrolled in the researcher English Language Arts class. Both male and female students participated in the study. Only those participants that were in attendance both fall and spring trimesters of the 2007-2008 school year were included.

#### Instruments

The students' final fall (2007) percentage score was measured against the students' final spring (2008) percentage score and was used to compare the

effectiveness of the intentional tutoring program on students overall grade in their freshman English Language Arts class. The final percentage score for fall (2007) and spring (2008) were used for the pre- and post-tutoring score and to determine significance.

### Design

In the present quantitative research study the researcher utilized ELL students' beginning and ending percentage grade to determine the extent to which the experimental intentional tutoring program improved the participants' grade in freshman/ninth grade English Language Arts.

### Procedure

Procedures employed in the present study evolved in several stages, as follows.

1. The researcher received permission from the principal of Eisenhower High School, Stacey Locke, on September 20, 2007 to undertake the study and to use the percentage scores of ninth grade students.
2. All students were allowed to participate in the afterschool intentional tutoring program. Those

students who received a 69.99 percent or below were required to attend the intentional tutoring program.

3. All participating students were enrolled in the freshman/ninth grade attended EHS in the Yakima School District
4. If a required student did not attend, the penalty of Thursday school was enacted.
5. The intentional tutoring program began November 22, 2007 and ended June 3, 2008 and was held every other Tuesday for one hour and fifteen minutes after school.
6. For those students that could not stay after school lunch tutoring was permitted. This time consisted of two consecutive lunches at 45 minutes apiece.
7. Only ELL percentage scores were used for this study.

#### Treatment of Data

A *t*-test for nonindependent samples was used in conjunction with the windows STATEPAK statistical software program that accompanied the Education

Research: Competencies for Analysis and Applications, sixth edition text (Gay, Mills, and Airasian, 2006).

This allowed the researcher to compare pre- and post-tutoring percentage scores. Significance was determined for  $p \geq$  at .05; .01; .001 levels.

To test the null hypothesis, which would indicate no significant difference using after school intentional tutoring on percentage scores compared percentage scores without intentional tutoring, a  $t$ -test for nonindependent samples was performed. The following formula was used to test for significance:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

### Summary

Chapter 3 provided a description of the research methodology used in the study, participants, instruments used, research design and procedure utilized. Details regarding the treatment of the data obtained and analyzed were also presented.

## CHAPTER 4

### Analysis of the Data

#### Introduction

This quantitative research study sought to determine the extent to which an experimental intentional tutoring program at Eisenhower High School (EHS) increased the pass-rate of freshman/ninth grade ELL's in English Language Arts. The researcher compared pre and post tutoring percentage scores of participating ninth grade students.

#### Description of the Environment

The study, conducted at EHS throughout 2007-2008 included Both male and female freshman English Language Arts ELL students. Participants were in attendance both fall and spring trimesters of the 2007-2008 school year. Only ELL students were enrolled in the study. Intentional tutoring was conducted in the researcher's classroom every other Tuesday. Students worked in multiple groups depending on their needs. Some groups worked on test preparation while others received additional direct instruction from the teacher.

### Hypothesis

Implementing an intentional tutoring program will result in an increase in the number of ELLs passing freshman English Language Arts.

### Null Hypothesis

No significant difference will be observed between intentional tutoring for ESL students and student achievement. for  $p \geq$  at .05, .01, and .001 levels.

### Results of the Study

Table 1 presented the eight (8) participants overall percentage score for freshman/ninth grade ELL English Language Arts. Pre-tutoring percentage scores were obtained in fall 2007. Post tutoring percentage scores were obtained in spring 2008.

Table 1

Pre- and Post-Intentional Tutoring Percentage Scores  
for Participating ELL Ninth Grade Students, 2007-2008.

Student Number	Pre-tutoring percentage score Fall trimester 2007	Post tutoring percentage score Spring trimester 2008
1	65	81
2	60	95
3	53	81
4	30	38
5	70	82
6	52	65
7	13	52
8	8	25

Table 2 displayed the *t*-test for nonindependent variables on the Windows STATPACK (Gay, Mills and Airasian, 2006) Educational Research: Competencies for Analysis and Applications, 6<sup>th</sup> edition, was used to calculate data statistics and values. The *t*-value was 1.66 and the degrees of freedom were 7.

Table 2

t - TEST FOR NONINDEPENDENT SAMPLES		
Statistic	Values	Group X
Number of Pairs	8	65 60 55 60 70 52 13 6
Sum of D's	86.00	
Mean of D's	10.75	
Sum of D's Squared	3270.00	
t-Value	1.66	
Degrees of Freedom	7	Group Y
		81 98 81 36 82 66 25

Findings

An analysis of data presented in table 1 revealed that Significance was not determined for  $p \geq$  at .05, .01 and .001 levels. Therefore, the null hypothesis was accepted at  $p \geq$  at .05, .01 and .001 levels. Accordingly from the table 2 analysis the hypothesis was not supported at  $p \geq$  at .05, .01 and .001 levels.

Discussion

The data analysis produced in the study produced mixed results. The fact that all eight (8)



participating ELL students increased their percentage grade did produce a convincing argument in support of the hypothesis (i.e., implementing an intentional tutoring program will result in an increase in the number of ELLs passing freshman English Language Arts.).

Although the limited number of ELL participants in the present study may have provided an indication that experimental intentional tutoring program at EHS was successful, further related research involving a larger number of ELL student might have produced more impressive support for implementing/continuing a case for intentional tutoring.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Summary

The purpose of this experimental, quantitative research study was to determine the extent to which intentional tutoring would increase the number of ESL students the passing freshman English Language Arts at Eisenhower High School (EHS). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed to formulate related conclusions and recommendations.

#### Conclusions

1. In the United States of America an equal and public education was deemed an inalienable right of all people, regardless of a student facility with English language usage.
2. Although not all children develop at the same rate outside stimuli (i. e. curriculum instruction) or the lack of stimuli had the potential to increase or retard the child's rate of cognitive development.

3. Implementing strategies to assist students with limited English prophecy has become a top concern of educators.
4. Although the limited number of ELL participants in the present study may have provided an indication that experimental intentional tutoring program at EHS was successful, further related research involving a larger number of ELL student might have produced more impressive support for implementing/continuing a case for intentional tutoring.

#### Recommendations

1. Educators responsible for instructing students with limited English Language abilities are encouraged to foster the belief that equal and public education is an inalienable right of all people.
2. To enhance the potential for increasing or retarding a child's rate of cognitive development educators should be aware that all children do not develop at the same rate and can advance academically from special programs

focused on increased outside  
stimuli/instruction.

3. To enhance learning the capability for students with limited English proficiency educators should implement special instructional strategies, including intentional tutoring, designed for English Language Learners.
4. Educators seeking information related to intentional tutoring for English Language Learners may wish to utilize information contained in this study or, they may wish to conduct further research more suited to their unique needs.

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